DOCUMENT RESUME

ED 066 082

FL 003 364

TITLE	De Todo un Poco (A Little of Everything).
INSTITUTION	Chicago Public Schools, Ill.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Mar 72
NOTE	137p.
EDRS PRICE	MF-$0.64 HC-$6.58
DESCRIPTORS	*Bilingual Education; Bilingualism; *Cultural Awareness; Cultural Differences; *Cultural Education; Cultural Pluralism; Educational Games; Educational Needs; English (Second Language); Ethnic Groups; *Foreign Students; Instructional Materials; Language Programs; *Learning Activities; Non English Speaking; Self Concept; Spanish Speaking; Teaching Techniques

ABSTRACT

This document seeks to underline the importance of cultural awareness by providing examples of the folkways, customs, art, traditions, and life styles of different ethnic groups. Included here are teaching techniques designed to motivate understanding of the universality of man and to show how cultural differences enrich everyone's life. Suggestions are offered to teachers, and examples of activities for and by students are provided. The document concerns such diverse topics as free pamphlets available on bilingual and bicultural education, statistics on foreign speakers in Chicago, communication problems, international geographical facts, and cultural insights into many different countries, especially through the eyes of children from those countries. (VM)

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DE TODO UN POCO

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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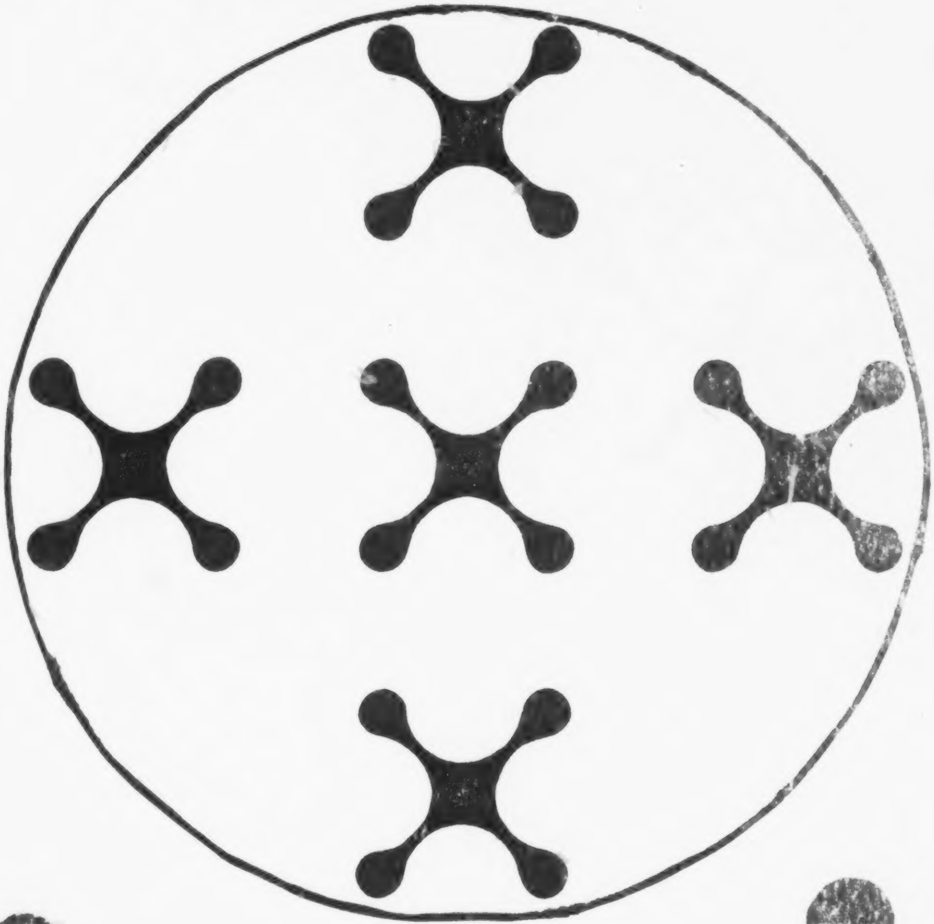
The WORLD



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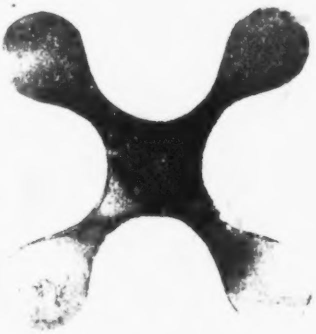

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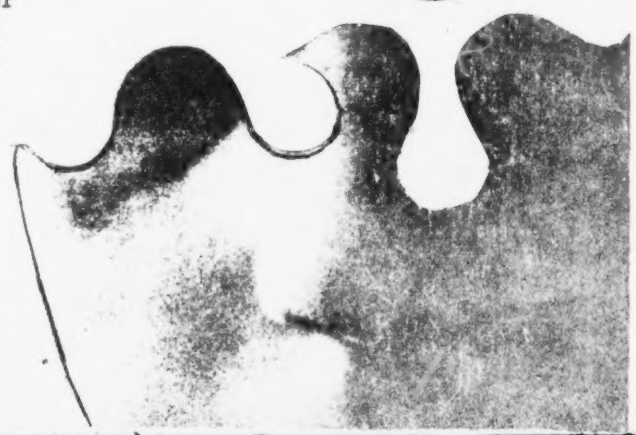


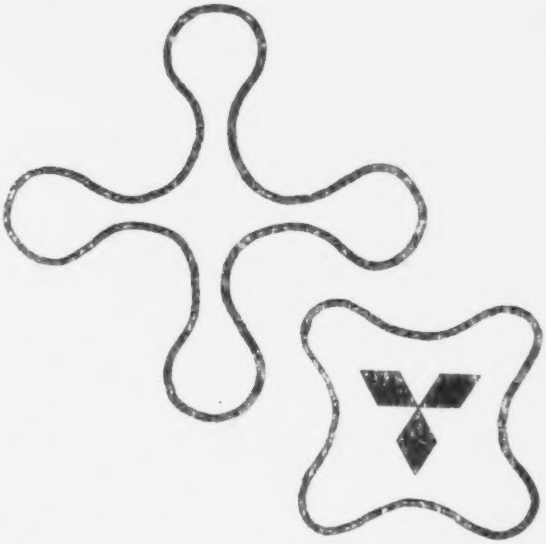
March 1972

The conflict between different approaches to the liberty of man and mind or between different views of human dignity and the right of the individual is continuous. The dividing line goes within ourselves, within our own peoples and also within other nations. It does not coincide with any political or geographical boundries. The ultimate fight is one between the human and the sub-human. We are on dangerous ground if we believe that any individual, any nation or any ideology has a monopoly on rightness, liberty and human dignity.

– Dag Hammarskjöld

OUR WORLD

"A man's feet should be planted in his country, but his eyes should survey the world." George Santayana



Dear Reader,

"The World," the March issue of De Todo Un Poco, recognizes the importance of cultural awareness--understanding and appreciating the folkways, customs, art, traditions and life styles of different ethnic groups. Included are teaching techniques which are designed to motivate understanding of the universality of man, and to show how cultural differences enrich everyone's life.

An acceptance of one's own culture as well as of other people's cultures is basic to the development of a sense of cultural pluralism that is far more enriching than the worn-out concept of the melting pot. Most important is the realization that one way of life or one language for communication is not better, nor superior, and not "more right" than another.

If a major goal of education is to strengthen a positive self-image, then an educator would want to center his teaching around the individual needs of his students as well as to respect bicultural knowledge and bilingual abilities. This publication aims to offer useful suggestions to the teacher while spotlighting the activities of students.

The May issue will again feature students' work and teachers' ideas. Please send any materials you wish to share to: Department of Government Funded Programs, Room 1130, Chicago Board of Education, Mail Run #65.

The Editors

THE WORLD

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The World

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The WORLD

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SIBERIA Viet Nam Luxembourg

Brazil

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SCANDINAVIA

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Switzerland

Upper Volta

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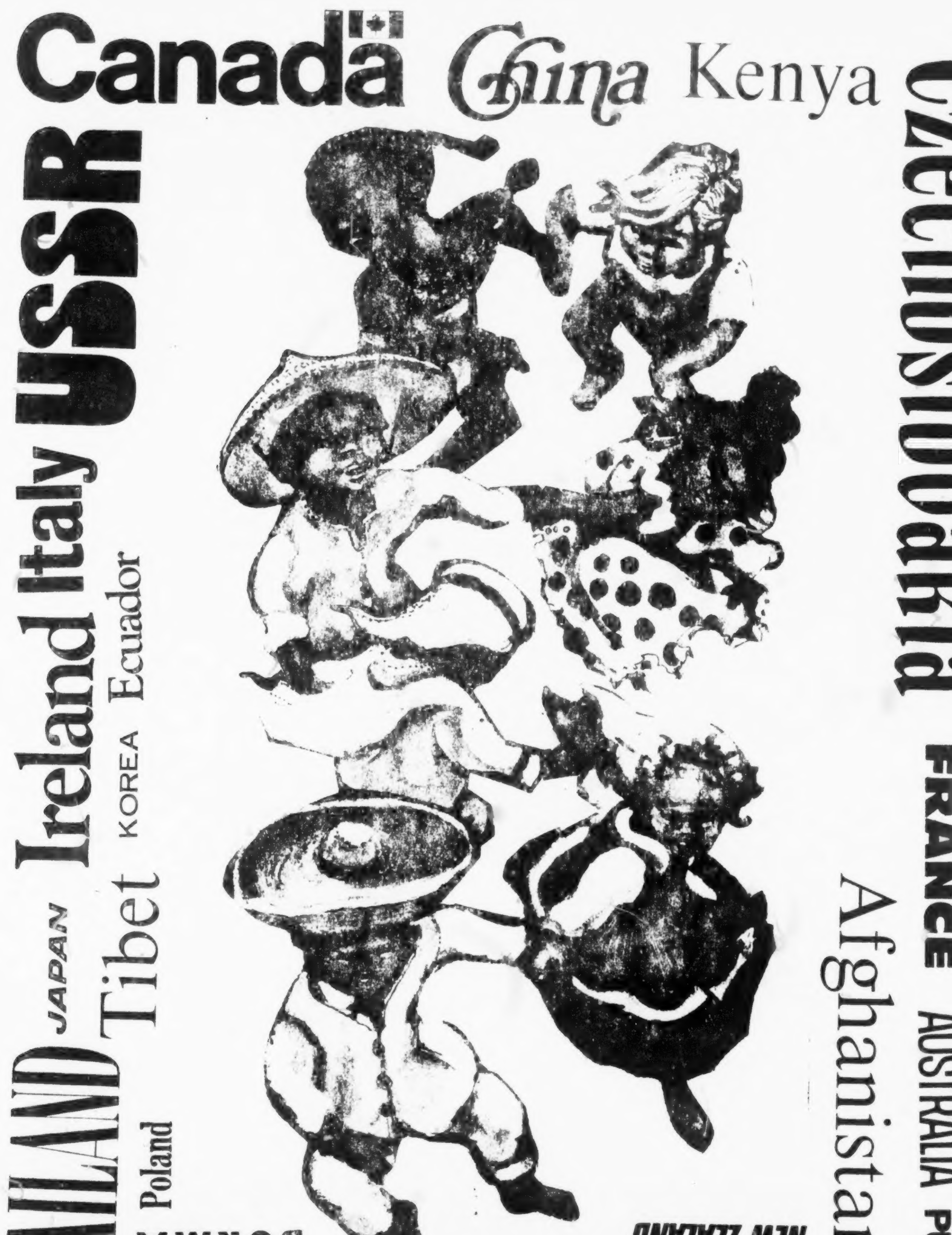
Holland

England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MUNDO

Portuguese

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Gaelic

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Croatian

NEWS BRIEF

by

Edwardo Cadavid

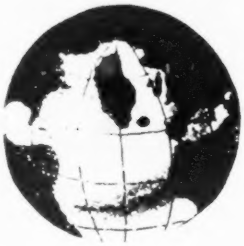
Bilingual Education - State Supported

1. Monthly Bilingual Workshop
2. Urban Training Center (Two day workshop)

The office of the Superintendent of Public Instruction - Bilingual and Migrant Education section, sponsored a two day workshop. The monthly bilingual workshop took place on Friday, February 25, and Saturday, February 26, at the Holiday Inn in Oakbrook, Illinois. Eight teachers from seven elementary bilingual centers, and two area consultants attended this two day workshop.

The schools represented were: Cooper, Lowell, Nash, Agassiz, Phil Sheridan, Sullivan, and Burns elementary. The teachers worked on Mini-Lessons (for a 5-day sequence) by grade and component. The workshop was offered to kindergarten through third grade teachers only. They worked on the following subject areas: Mathematics, Social Studies and Culture, Language Arts - Spanish, and Language Arts - English.

Ivan Illich, the well known educator, came to Chicago from Cuernavaca, Mexico. He was a participant in a two day workshop



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Persian

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Welsh

MONDE

French

Κόσμος

Greek

VERDEN

Norwegian

on Education. He dealt with such topics as: 1) Alternatives in Education. 2) Quality Education: What does it mean? 3) Political Implications of Educational Change.

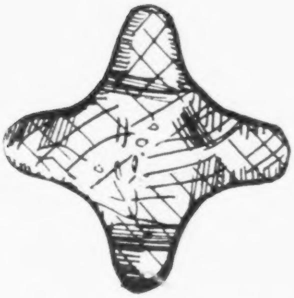
STATE BILINGUAL WORKSHOP PARTICAPANTS

Cooper Elementary	Maria Garcia
Lowell Elementary	Ofelia Garcia
Nash Elementary	Mrs. Okrongley
Agassiz Elementary	Miss Fernandez
Phil Sheridan Elementary	Mrs. Mendias
Sullivan Elementary	Miss Sullivan Mrs. Baeza
Burns Elementary	Mrs. Alicia Rogawski
Area A Office	Mrs. Norma Rodriquez
Area B Office	Mrs. Louise Eggert

Illinois TESOL will hold a luncheon meeting at 12:00 noon on May 20, 1972, at the Chicago Art Institute, Michigan and Adams.

The speaker will be Mr. J. Wissot, formerly president of New Jersey TESOL and presently a doctoral candidate at the University of Illinois (Urbana).

Interested persons, please contact Mrs. Virginia Welninski, at 282-9272.



CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES

The Central States Conference on the Teaching of Foreign Languages, the largest foreign language conference in the Midwest, will be held in Chicago, April 6-8, 1972, at the Sheraton-Chicago Hotel. The registration desk, located in the hotel lobby (South), will be open from 5:00 p.m. to 9:00 p.m. on Thursday, April 6; from 8:00 a.m. to 6:00 p.m. on Friday, April 7; and from 8:00 a.m. to 12:00 noon on Saturday, April 8. Advance registration is $6. Registration at the conference is $7.

The theme of the conference is "Student-Centered Foreign Language Programs." Some of the sessions of the conference follow:

The Foreign Language Teacher or the Guidance Counselor: Who's Passing the Buck?
The student Learns Cultural Concepts
Bilingual Education in Chicago and the Central States Area
Learning With Minicourses
An Interdisciplinary Curriculum to Motivate the Student
Students Study Afro-French Literature

Special film previews will be shown on Thursday, April 6, from 6:00 p.m. to 9:00 p.m. Separate language sessions for French, Spanish, Russian, German, Italian, and Latin will be held on Saturday, April 8.

For further information, please call Mr. Edwin Cudecki, local chairman, at 641-4048.

Every thought which genius and piety throw into the world alters the world.

Ralph Waldo Emerson

From Eleanor Hosman

Mark these dates on your calendar:

March 16-18: "Sociolinguistics: Current Trends and Prospects". Twenty Third Annual Georgetown Round Table, on Linguistics and Language Teaching. Georgetown University Washington, D.C.

March 18: "Los tres calaveras," A musical depicting a journey to Latin America and Spain, at Thorne Hall, Northwestern University, Lake Shore Drive at Superior St., 7:30 p.m.

March 26: "Fiesta Mexicana," Mexican music and dances, at the Opera House, 2:00 p.m.

April 6-8: Central States Conference on Foreign Language, Sheraton-Chicago Hotel. Theme: "Student-Centered Foreign Language Programs." Included on the program are: "The Student Learns Cultural Concepts," Friday 1:30-2:20 p.m., Presenter: Ned Seelye, Director of Bilingual and Migrant Education, Office of the Supt. of Public Instruction, Springfield, Ill. Friday 3:00-3:50 p.m.: "Relevancy of Foreign Language to Inner City Students," Presenter: Nathaniel Blackman, Jr., Principal, Chicago Public High School for Metropolitan Studies, Discussion Leader: Margaret Salvat, Instructor of English as a Second Language, Metro Public Schools. Friday 3:30-4:20 p.m.: "Bilingual Education in Chicago and Central States Area," Panel Discussion: Natalie Picchiotti, Moderator. Saturday 2:15-3:30 p.m.: "Reality and Emotion: The Keys to Language Learning," Presenter: Thomas Washington, Hamline University, St. Paul, Minnesota.

April 14-15: National Conference on Bilingual Education, [redacted] Texas.
Austin

April 20-22: 6th Annual Meeting Southeastern Conference on Linguistics, University of Georgia, Athens, Georgia.

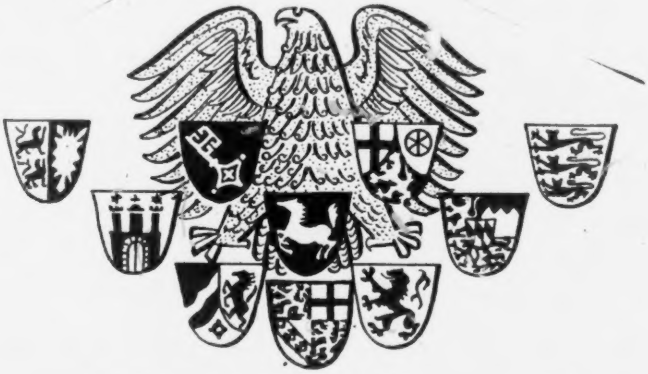
BILINGUAL AND SECOND LANGUAGE INSTRUCTION IN GERMANY

Recently, five foreign language directors and supervisors from school systems in the United States were invited to participate in an intensive three-week study tour of Germany and its educational system. Mr. Edwin Cudecki, Director, Division of Foreign Languages, was among those selected by the German Federal Foreign Office.

The group had an opportunity to study the experimental bilingual programs in Germany and to visit the internationally famous John F. Kennedy German-American Community School in West Berlin. The school symbolizes a successful experiment in fusing two educational systems in a bilingual , bicultural setting.

Since 1963, the German labor market has imported millions of "guest workers" every year, hiring them on yearly contracts, but a majority remain for at least two years before returning to their native countries. Among such national groups are Turks, Greeks, Yugoslavs, Italians, some Spanish and Portuguese, and more recently, the British. Generally, an attempt is made to integrate the children into the regular classrooms after a period of intensive German as a second language instruction. One school visited by the group had a 20 percent population of Turkish speakers. During the German as a second language instruction which was observed, it was curious to note that the children spoke among themselves in German rather than in Turkish.

Mr. Cudecki has prepared a comprehensive report of his observations, which might be of value for a comparative study of bilingual and second language instruction. He would be happy to supply a copy upon request. Write: Room 1142, Central Office, Mail Run #65.



My fellow Americans, ask not what your country can do for you - ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

— John Fitzgerald Kennedy

Some say the world will end in fire,
Some say in ice,
From what I've tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enought of hate
To say that for destruction ice
Is also great
And would suffice.

-Robert Frost

FREE UPON REQUEST

By Eleanore Hosman

"Washington Foreign Language Newsletter" Write to C 251, Padelford Hall (GN80) University of Washington, Seattle, Washington 98195.

"Hojas de información", published by the Bureau of Narcotics and Dangerous Drugs, 40 pp. Write Suite 1700, Engineering Bldg., 205 W. Wacker Drive, Chicago, Ill. 60606.

"Foreign Language Folio", guide to cultural resources and field trip opportunities in the Bay area may be used as a model for school systems to follow. Write: Alameda County School Dept., 224 West Winton Avenue, Hayward, California 94544.

"Piñoncito", is a magazine developed for children in bilingual programs in New Mexico, by the University of New Mexico, College of Education, Programade Education Bilingue y Produccion de Materiales, directed by Dr. Dolores Gonzales. Write to her at the above address in Albuquerque, New Mexico, 87106 for a copy.

The National Consortia for Bilingual Education, 6745-A Calmont, Fort Worth, Texas, has been set up under Title VII by the U.S. Office of Education to share experiences, to open avenues of communication, to find situations which need special help and to provide a channel through which one program can help another. Bilingual program directors should be on their mailing list. Write: John Plakos, Director, above address.

The Bilingual-Bicultural Project, 1010 East 10th Street, Tucson, Arizona 85717 has a pamphlet describing the program with beautiful photographs of the students and teachers in action. Write to Edward L. Madrid, Project Coordinator at the above address for the pamphlet and further information.

The Chicago Police Department has available the following pamphlets in Spanish: "Be on Guard Against the Car Thief," "Traffic Tickets Save Lives," and "Rules of the Road." Write to the Public Information Division, Chicago Police Department, 1121 South State Street, Chicago, Ill. 60605.

BIBLIOTECA LINCOLN PARK
959 West Fullerton

PELÍCULAS PARA ADULTOS, SPANISH MOVIES

Público Latino: Te invitamos por este medio a que vengas a la Biblioteca Lincoln Park en el 959 West Fullerton para disfrutar de nuestro nuevo programa de cine que comenzará el dia 18 de Marzo a las 3:00 p.m. Estos programas serán siempre a la misma hora, pero pueden ser suceptibles a cambios en los títulos.

El horario de este ciclo de cine es el siguiente:

SÁBADOS - 3:00 P.M.

Marzo 18	CARTAS MARCADAS (85 minutos) Actores: Pedro Infante y Marga López
Marzo 25	MÚSICO POETA Y LOCO (93 minutos) Película cómica. Actores: Tin Tan y Mercedes Bravo
Abril 1	DOÑA PERFECTA (114 minutos) Película basada en la novela del autor español, Benito Perez Galdós. Actriz: Dolores del Rio
Abril 8	LA VIRGEN DE GUADALUPE (111 minutos)
Abril 15	ANGELITOS NEGROS (95 minutos) Película de la discriminación racial en México

ACTIVIDADES EN INGLÉS Y ESPAÑOL

Clases de Inglés para Intermedios, Adultos, Lunes y Viernes (English Classes for Adults, Mon & Fri.)	6:45-8:45 pm
Clases de Inglés para Principiantes, Adultos, Martes y Jueves (English Classes for Adults, Tue & Thur.)	6:45-8:45 pm
Discusión de Libros en Español, Miércoles (Great Books Discussion, Wed.)	7:00-9:00 pm

FREE SPANISH CLASSES FOR CHILDREN OF ELEMENTARY SCHOOLS

Time: Saturdays - 1:30 - 2:30 pm

Comparative Education - Local Expertise

By Eleanore Hosman

Miss Alice Maresh, principal of the Mulligan Elementary School, 1855 North Sheffield, Chicago, spent her Christmas vacation as a member of a group of over four-hundred educators and their families who toured schools in Russia. While being housed at an International House where Russian educators who speak English are available for conversations and informal meetings, Miss Maresh had questions answered about foreign language teaching and bilingual education in addition to questions about curriculum and programming.

The International Houses are former mansions and castles which the Russian Office of Education has converted into guest houses for visiting educators who wish to meet with Russian teachers. The Russian educators who speak a particular language go to the International House where that language is spoken. There they can both speak the second language to visitors while they maintain their practice in that language.

As Christmas is not a national holiday, it was an epidemic of influenza which caused the schools to be closed. The epidemic prevented further school visitations but Miss Maresh feels the experience of talking to individual teachers was both enlightening and enjoyable.

Miss Maresh would like to share with us that children who are not native Russian speakers receive all their instruction in school in their native language but must study Russian as a second language.

A subscription to American Foreign Language Teacher which is $4.75 per year for four issues ($9.00 for two years) is well worth the money.

The February 1972 issue has many articles of interest to the ESL and/or Bilingual teacher. A few of the titles are: "Teaching Code-Breaking Skills in F. L. Reading" by Alfred N. Smith; "Toward the Creative Teaching of Culture" by Frederick L. Jenks; "Creating Cross-Cultural Contrasts" by Guenter G. Pfister, and "Cultural Mini-Skits Evaluated" by Daniel Behmer.

The section of "copy-outs" is excellent. The Spanish copy-out is on the next page.

Never be afraid to leap.

You will not cross a chasm in two steps.

—DUPLICATE FOR YOUR CLASSES—COPY-OUT!—DUPLICATE FOR YOUR CLASSES—

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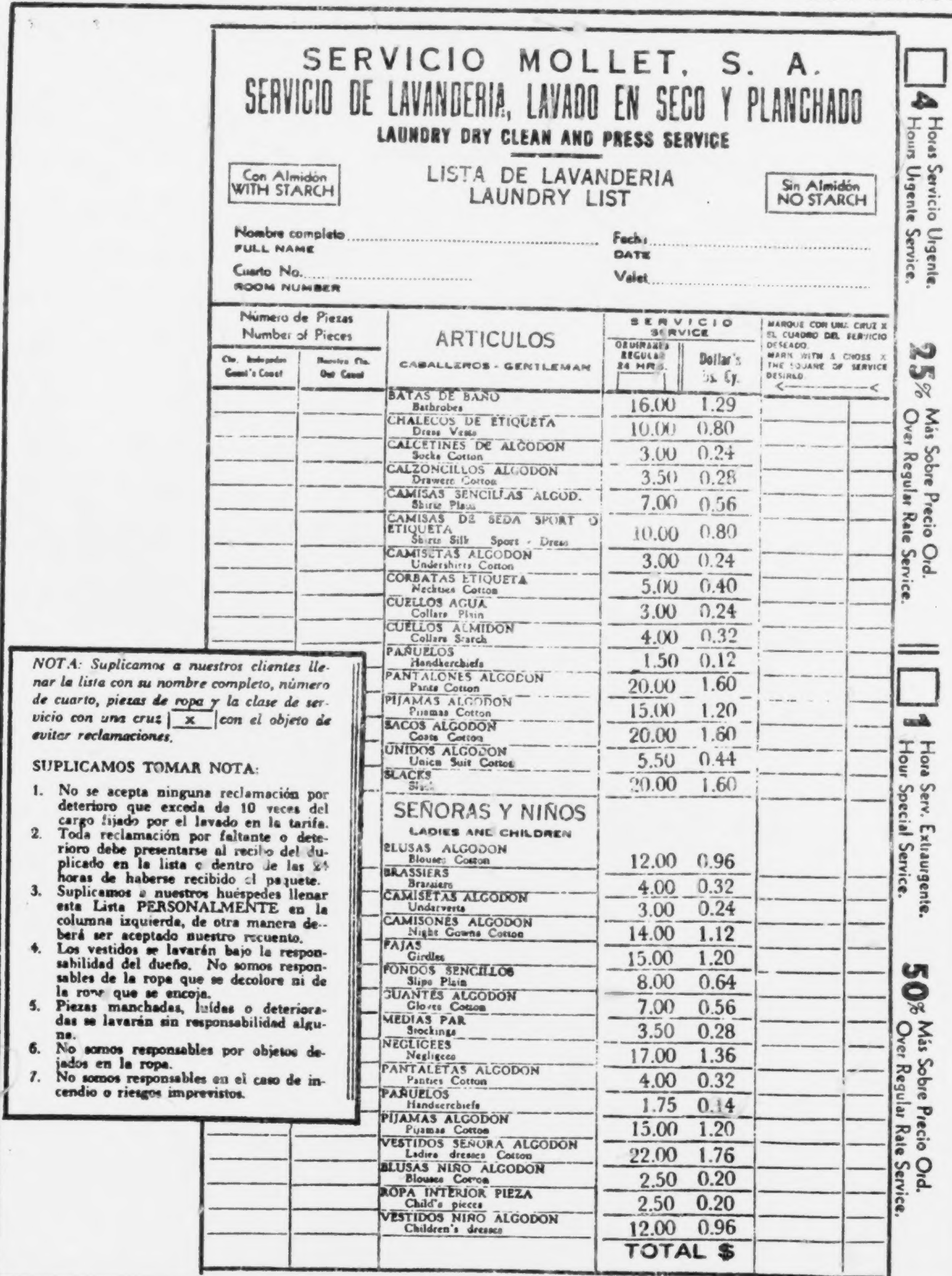

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		BLUSAS NIÑO ALGODON Blouses Cotton	2.50	0.20		
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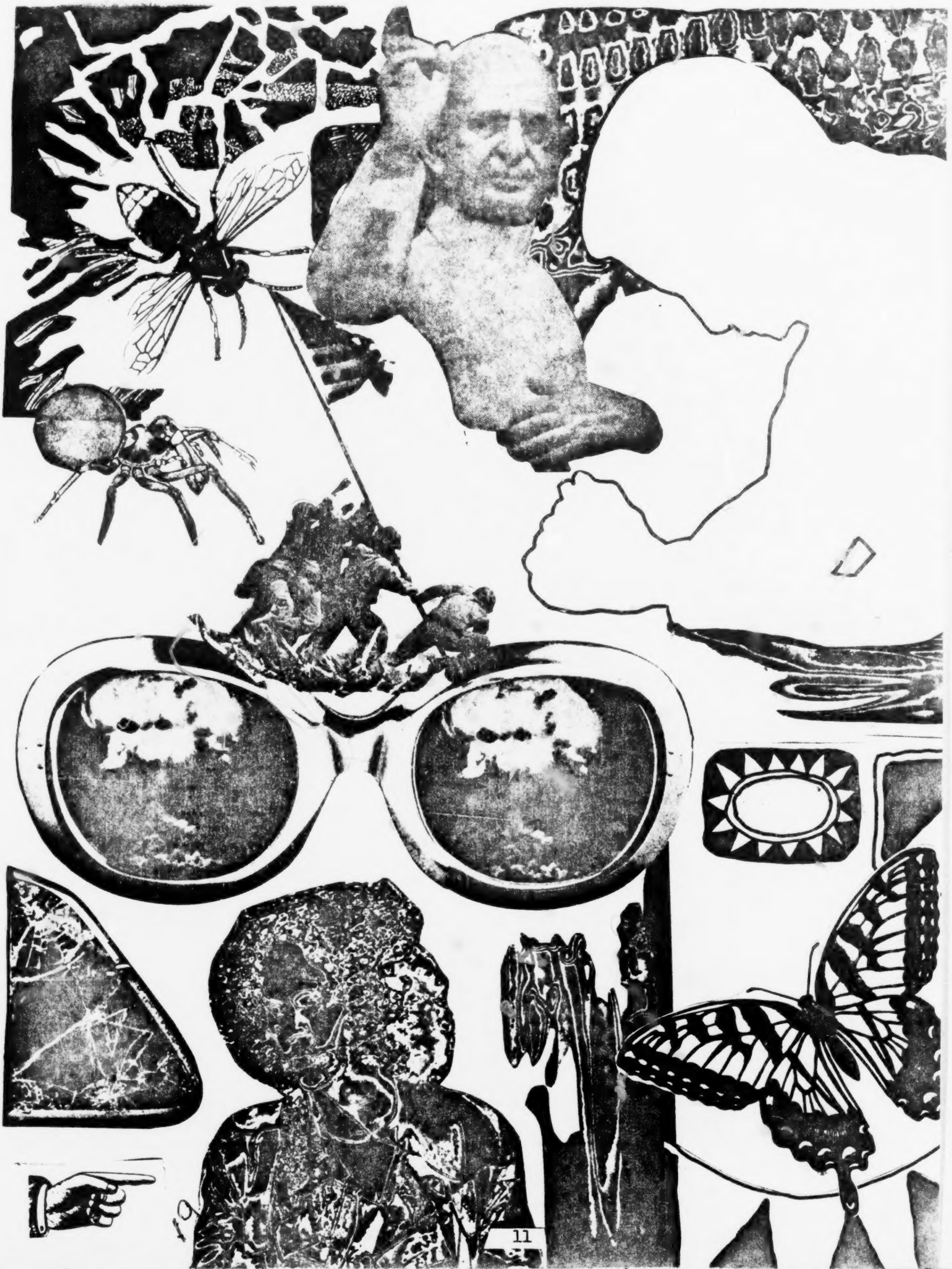

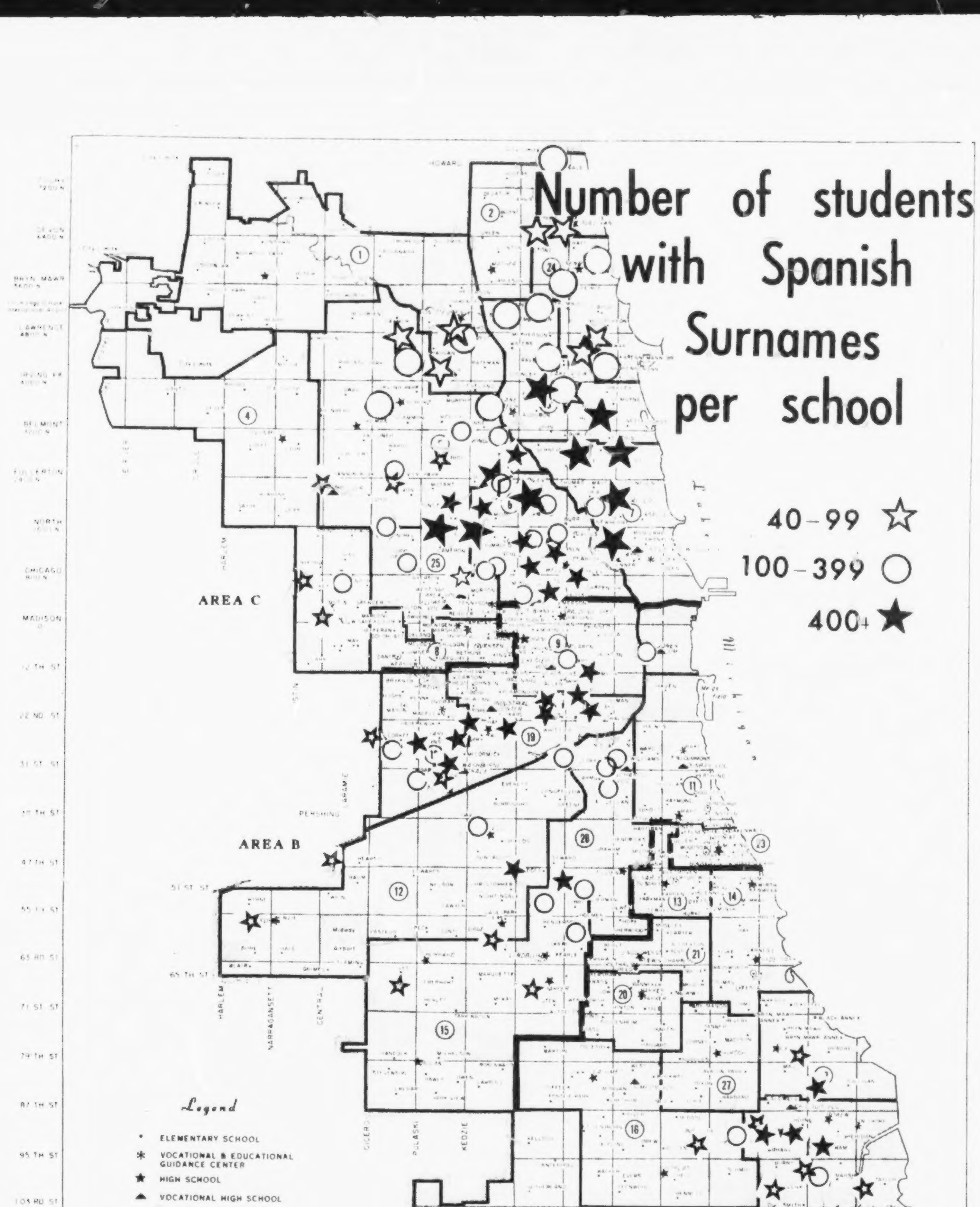
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3200 E
State Line
City Limits

Number of students with Spanish Surnames per school

Source:
Student Racial Survey:
Chicago Public Schools
DISTRICT SUPERINTENDENTS' DISTRICTS
September 30, 1971

Chicago

Chicago is the city in the United States where the two largest groups of Latin descent, Puerto Ricans and Mexican-Americans, are represented in large numbers. Chicago has more Mexican-Americans than any other city outside the Southwest and more Puerto Ricans than any other city except New York. Large numbers of Spanish-speaking persons from Cuba, the Caribbean, Central and South America have migrated to Chicago. The city has one of the fastest growing Latin populations in the world.

In addition to the Latins, large numbers of non-English speaking persons from all over the world reside in the city. Two reasons for Chicago's attraction are its central location and availability of employment.

Three of the largest ethnic groups from Europe are the Italians, the Greeks, and the Poles. Informed sources at L'Italia newspaper estimate that there are 200,000 Italians residing in Chicago. Staff members at the Greek Star report 150,000 Greeks living in the city. The director of the Polish National Alliance and Polish American Congress indicates 600,000 Polish persons living in Chicago. There are thousands of other Chicagoans reflecting European cultures, languages, and ethnic backgrounds living in Chicago.

Chicago also has a large and growing Oriental population. Excluding Honolulu, Chicago ranks third in the U.S. in number of Japanese residents. Its Chinese population trails only San Francisco, New York, and Los Angeles. Its Korean population numbers 7,000, and it is growing too.

The Survey of Pupils Whose First Language is One Other Than English (November 30, 1971) indicates 38,245 students in Chicago public schools whose first language is Spanish and an additional 8,670 students whose first language is not English or Spanish.

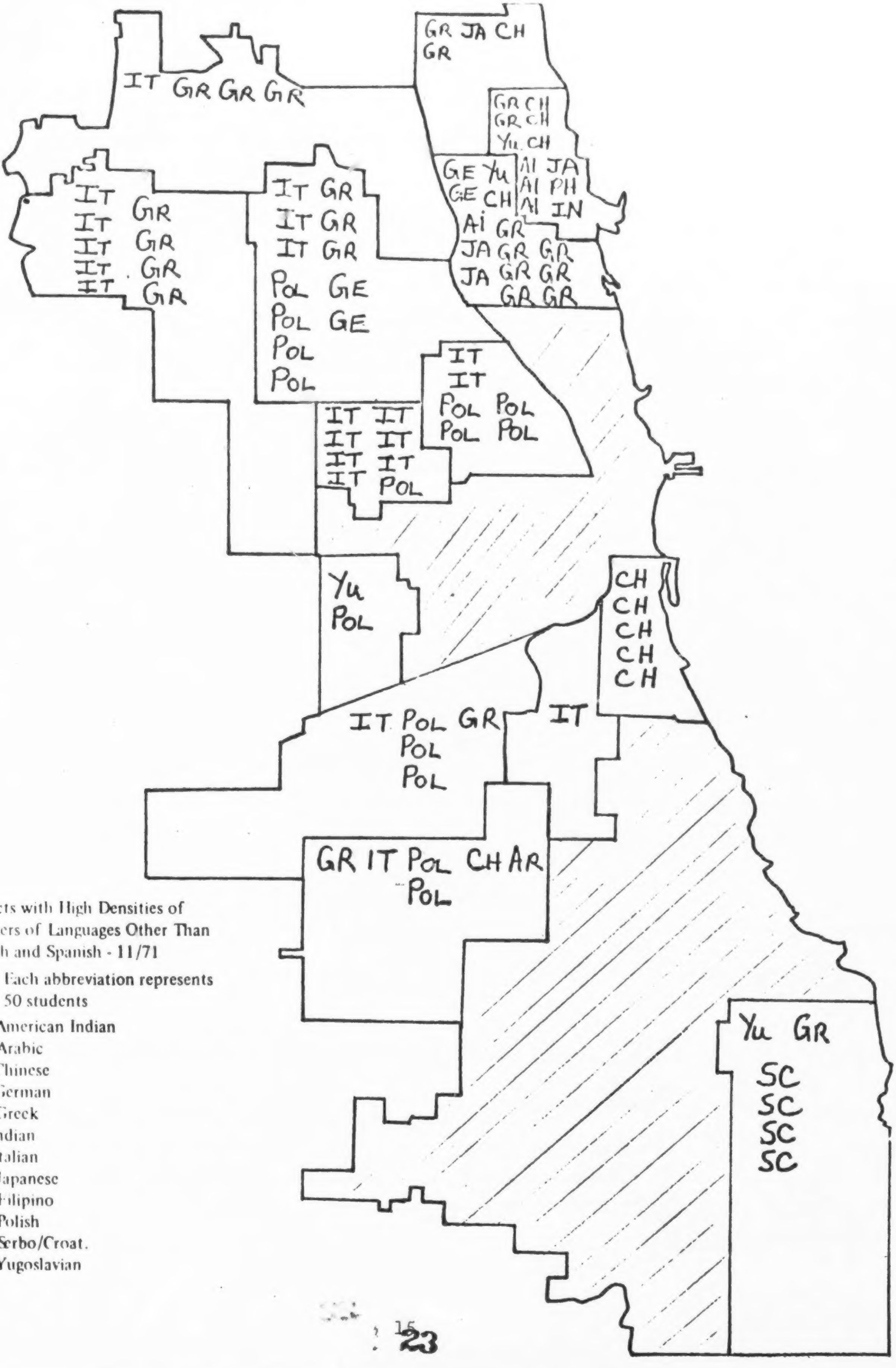
The country of origin representing the greatest number of Spanish speaking students is Puerto Rico; Mexico is second; Cuba third. Foreign language backgrounds other than Spanish totaling more than one thousand students are Greek, Italian, and Polish.

OCÉANO ATLÁNTICO
BAHAMAS
CUBA
2
3
LA ESPAÑOLA
JAMAICA
PUERTO RICO
CARIBE

Estos son los indios pescadores cuando salían de Florida a Cuba, La Isla de la Mona, Puerto Rico

These are the fishing Indians when they Got out of Florida, Cuba, the mona Island Puerto Rico By JuanFelipe

FROM AGASSIZ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Districts with High Densities of Speakers of Languages Other Than English and Spanish - 11/71

KEY: Each abbreviation represents 50 students

AI= American Indian
AR= Arabic
CH= Chinese
GE= German
GR= Greek
IN= Indian
IT= Italian
JA = Japanese
PH = Filipino
PO = Polish
SC = Serbo/Croat.
YU= Yugoslavian

STUDENTS WHOSE FIRST LANGUAGE IS OTHER THAN ENGLISH OR SPANISH
(11/30/71)

Districts	1	2	3	4	5	6	7	9	10	11	12	15	17	24	25	26	TOTAL
Greek	159	123	377	224	188	13	10	-	2	-	61	69	82	110	12	18	1448
Italian	78	7	36	264	161	93	31	28	16	2	59	50	45	19	342	55	1286
Polish	39	13	21	37	266	235	10	2	76	-	184	104	33	17	65	24	1086
Chinese	25	45	70	10	23	29	9	-	-	281	4	77	-	156	6	6	741
German	38	14	99	13	94	24	26	-	39	-	26	13	12	27	6	9	413
Yugoslavian	34	11	46	6	42	33	12	-	45	-	15	6	4	63	20	1	338
Serb/Croat.	1	1	5	1	5	10	-	-	34	-	3	-	216	1	4	-	281
Lang. of Amer.Indians	2	-	45	-	14	37	7	-	3	3	8	5	4	140	3	4	275
Japanese	4	72	93	2	2	1	12	-	-	-	3	1	8	65	2	1	266
Arabic	4	3	32	15	16	6	11	-	2	-	22	86	9	5	3	8	222
Lang. of Philippines	-	9	40	7	9	45	26	6	-	1	3	3	9	60	1	-	219
Lang. of India	7	14	31	7	8	6	8	2	-	-	3	6	-	88	10	2	192
Korean	15	3	37	4	3	5	10	-	-	-	2	-	1	45	9	-	134
Jordanian	-	-	11	1	20	12	1	-	-	-	6	3	5	12	1	6	78
French	-	8	3	-	7	8	5	4	-	-	-	2	12	4	3	1	49
Czecho-slovakian	3	-	1	1	-	-	-	-	18	-	-	-	-	3	12	10	38
Ukran/Russ.	2	1	3	2	10	14	1	-	-	-	-	-	-	1	2	-	36
Iraqi	2	4	6	-	2	-	2	-	-	-	-	-	-	2	-	-	18
Portuguese	1	3	4	-	3	2	-	-	-	-	1	-	-	-	1	-	15
Turkish	-	-	4	2	1	-	1	-	-	-	-	-	-	2	-	-	10

GRAND TOTAL 7145

NOTE: Other languages represented in the Chicago Public Schools include:

Albanian, Armenian, Bengali, Bulgarian, Burmese, Dutch, Flemish Hungarian, Latvian, Lithuanian, Norwegian, Persian, Roumanian, Swedish, Thai, Vietnamese

Theme Song from Walt Disney's

IT'S A SMALL WORLD

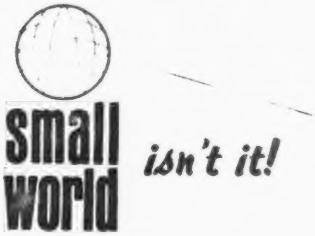
It's a world of laughter, a world of tears;
It's a world of hopes and a world of fears.
There's so much that we share that it's
time we're aware,
It's a small world after all.

It's a small world after all,
It's a small world after all.
It's a small world after all.
It's a small world after all.

There is just one moon and one golden sun
and a smile means friendship to ev'ry one.
Though the mountains divide and the
oceans are wide,
It's a small world after all.

It's a small world after all.
It's a small world after all.
It's a small world after all.
It's a small world after all.

by:
Richard M. Sherman
and Robert B. Sherman



Chicago

MAJOR ETHNIC HOLIDAYS HERE

January

1 or 2-Rizal Day celebrates the birthday of Jose Rizal, the Philippines' national hero.
6- Feast of the Three Kings, when Puerto Rican children put boxes under their beds for gifts.
22-Ukrainian Independence Day celbrates the freedom and unification of western and eastern Ukraine.

February

15-Chinese New Year, This the Year of the Rat.
16-Lithuanian Independence Day.
19-Nicholas Copernicus, who began the science of astronomy, was born today.
20-Lion Dance throught Chinatown to welcome the new year.

March

3-16-Polish film festival.
17-The river and the bagels and the bars turn greeen on St. Partick's Day.
19-St. Joseph's Day. Italian bakeries sell special pastries and breads.
25-Greek Independence Day. A State street parade is held in May.
30-Passover. Jews celebrate their freedom from bondage in Egypt.

April

1-Easter baskets blessed at St. Nicholas Ukrainian Catholic Cathedral, 2243 W. Rice.
9-Eastern Orthodox Easter. Elaborate midnight services and Easter basket blessing at Holy Trinity Russian Eastern Orthodox Cathedral, 1121 N. Leavitt.

May

6-Polish Constitution Day parade to Humboldt Park.
13-Norwegian National Independence Day parade.
21-Gymanfa Ganu, Welsh sing at Gebron Welsh United Presbyterian Church, 5916 W. Rice.

June

22-Philippine Independence Day.
Dates unannounced: German Day, a big celebration at Steuben Park in Morton Grove. Andersonville Swedish Midsummer Festival, usually held the end of June.

July

15-Our Lady of Mt. Carmel Feast in Melrose Park, a religious procession and lots of food.
15-16-Obon Festival, Midwest Buddhist Temple, 435 W. Menominee. Memorial services with classic Japanese dances and music.
Date unannounced: Lithuanian Dance Festival. Captive Nations parade.

August

12-Bud Billiken Day Parade to Washington Park. The black community celebrates with bands, celebrities and food.
19-20-Ginza, the Japanese outdoor festival at the Midwest Buddhist Temple.
Date unannounced: Italian Seminary Day Festival at Sacred Heart Seminary in Stone Park. Outdoor religious services, food and games.

September

1-3-Welsh song festival at Orchestra Hall.
9-10-Rosh Hashana, the Jewish New Year.
15-Mexican Independence Day. A parade is usually held the following Sunday.
Date unannounced: Chinese Moon Festival when bakeries have special Moon Festival pastries.

October

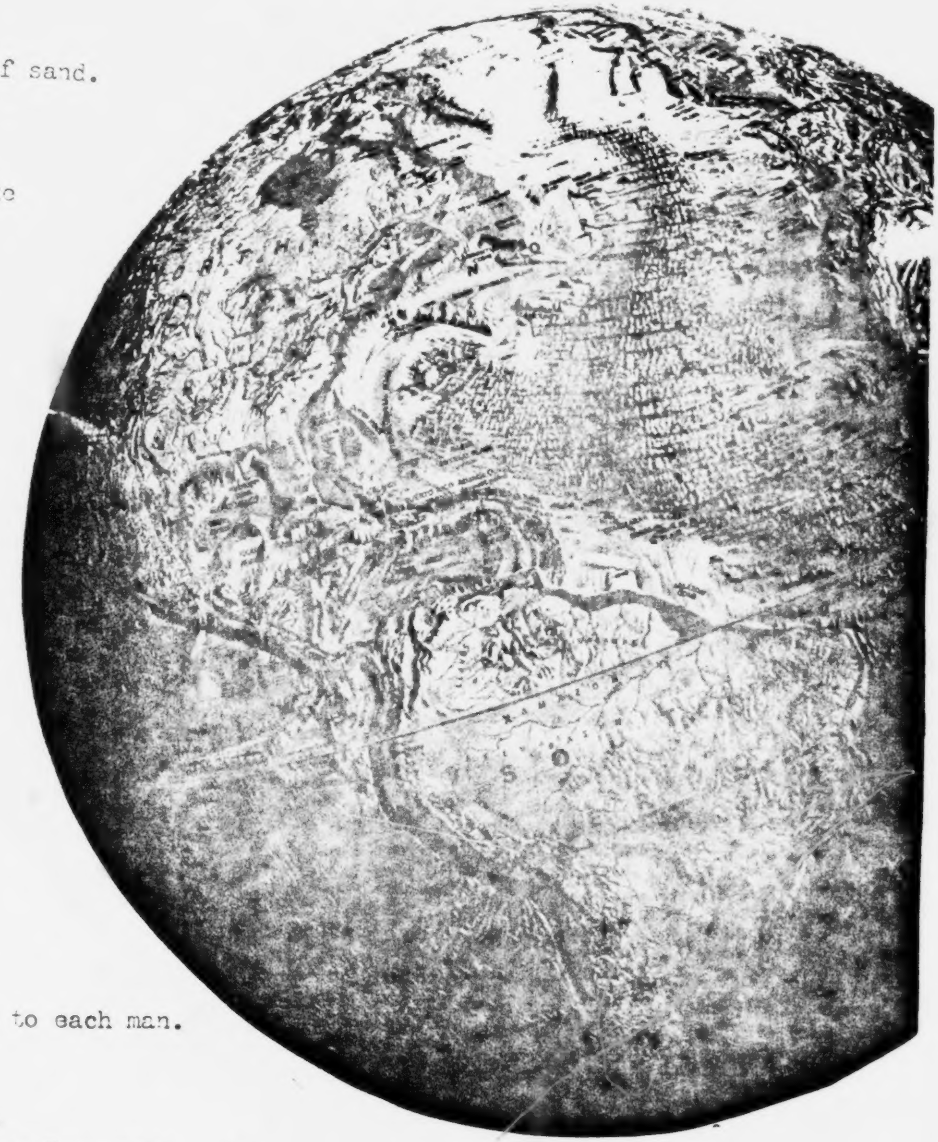
10-Parade through Chinatown to celebrate Chinese Independence Day.
11-Pulaski Day march to Humboldt Park.
12-Columbus Day Parade down State Street.
28-Greek Day of No, which celebrates Greek refusal to capitulate to Mussolini. Small parade and celebrations at Greek Orthodox Churches.
Dates unannounced: Leif Ericson parade, early October. Oktoberfests. Navy Pier International Holiday Folk Fair with booth after booth of food and gifts

November

Unannounced: American Indian Meet at Chicago Avenue Armory; ceremonial dances and rituals.

December

1-Hanukkah, the Jewish Festival of Lights, gegins.
12-24-Polish Families hold wigilias and Lithuanians hold kucios, Christmas Eve dinners with special foods and celebrations.
Dates unannounced: Christmas Around the World, Museum of Science and Industry. Trees, dinners, dances to celibrate a dozen different kinds of Christmas. Indian Gift Fair, 1630 W. Wilson, sells handmade Indian gifts all month.



To see a world is a grain of sand.

William Blake

l mundo es ancho y ajeno.

Calderón de la Barca

world is to each man according to each man.

Robert Green Ingersoll

A world to be born under your footsteps . . .

St.-John Perse

Seward School is a "port of entry" school, located between two beautiful Chicago churches, Holy Cross and St. Joseph's. The area is mainly inhabited by people of Mexican descent.

Mr. Roger Vernon, the principal, has demonstrated his administrative ability while organizing and developing innovative programs and providing a varity of services to help meet students' individual needs. Head Start classes, a Social Center activity, and READ programs are available to Seward students.

Six bilingual teachers, a bilingual Counselor, and seven bilingual teacher aides work together with other staff members in efforts to strengthen the Spanish-speaking students' language skills while maintaining pride in their own and other cultures as well as pride in themselves as persons.

Of the total enrollment of 940 students, over 600 are of Mexican desent. 1.2% are from Puerto Rico. One student was born in Cuba, one in Guadamala, another in Paraguay, and two others in Columbia. Other countries of origin include Jordan, Germany, Poland, Greece, and Thailand. Since this issue of De Todo Un Poco relates to "The World," students from the above mentioned countries were interviewed for inclusion in this article.

Let him that would move the world, first move himself.

Socrates

Herzlich Willkommen

Astrid Held was born in Memmingen, in Southwestern Germany.

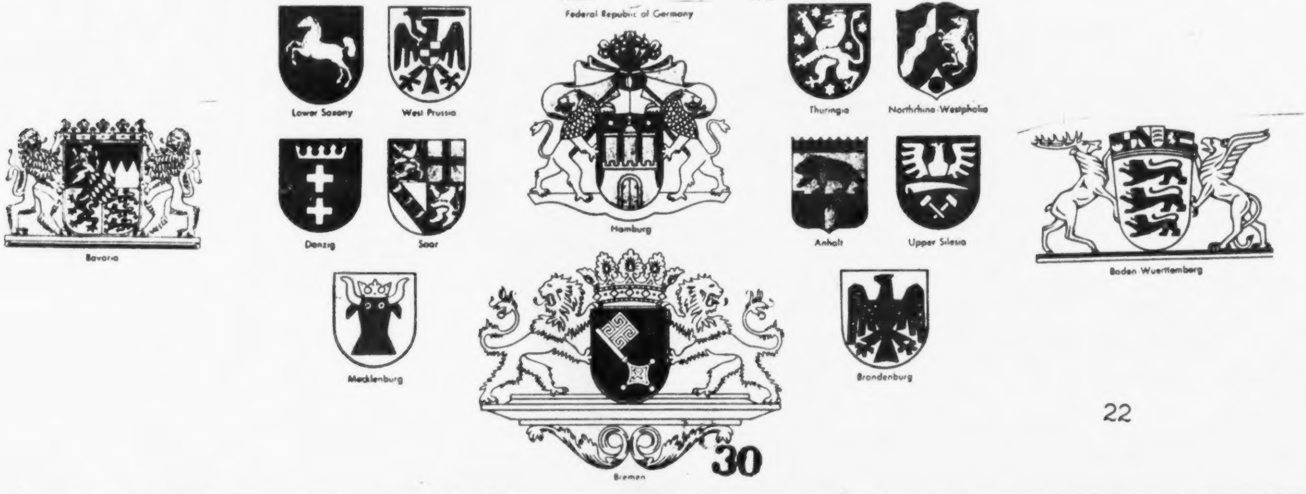
Aspects of Seward's program which she considers most interesting are - "different kinds of subjects and opportunities for individual instruction in order to go at your own rate."

Next year, Astrid will go to commercial school or high school where she will study to become a secretary. If possible, she would like to work at an airport or passport office.

She is proud of her bilingualism and is studying to improve her German so that she will broaden the scope of career opportunities available.

Favorite German foods include sauerbratern, blue cabbage, and schnitzel, but Astrid says she must "watch her weight".

Her sister, Deana, is in first grade and can speak and understand German, even though she was born in the United States. She prefers hamburgers and hot dogs to traditional German foods, but likes to munch on big German pretzels.


Federal Republic of Germany
Lower Saxony
West Prussia
Thuringia
Northrhine-Westphalia
Bavaria
Danzig
Saar
Hamburg
Anhalt
Upper Silesia
Baden Wuerttemberg
Mecklenburg
Brandenburg
Bremen

Alexandros Zioga was born in Athens, Greece, and can understand and speak Greek. His parents are fluent in four languages.

One difference between Greek and American schools is at assemblies - "In Athens, you must sing alone, but in Chicago everyone sings."

Favorite Greek foods include lamb and baklava.

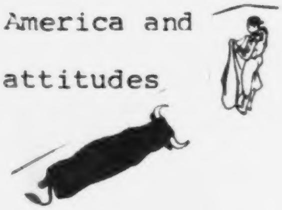
Christine and Frank Maciaszek were born near Warsaw in Poland. While still small, they came to Chicago. Now Frank is 11 and in 6th grade. Christine is 8 years of age and in 2nd grade. Their younger brother, Joseph, is in Kindergarten, also at Seward School.

Frank remembers wearing slippers on the carpets at his school in Poland. His favorite activity at Seward is attending the after-school program. His sister likes her teachers best. Favorite foods are Kolacky (Kolaczki) and Polish soups.

Jorge Poletti was born in Asuncion, the capital city of Paraguay. He is nine years old and studies in the fifth grade. Jorge has two sisters and one brother.

He can understand most of his Mexican friends, but observes that many words or expressions which he uses in Spanish are different than those used by his friends who were born in Mexico.

Two differences noted in comparing schools in America and Paraguay are the division of sexes for seating and attitudes toward control and strictness.

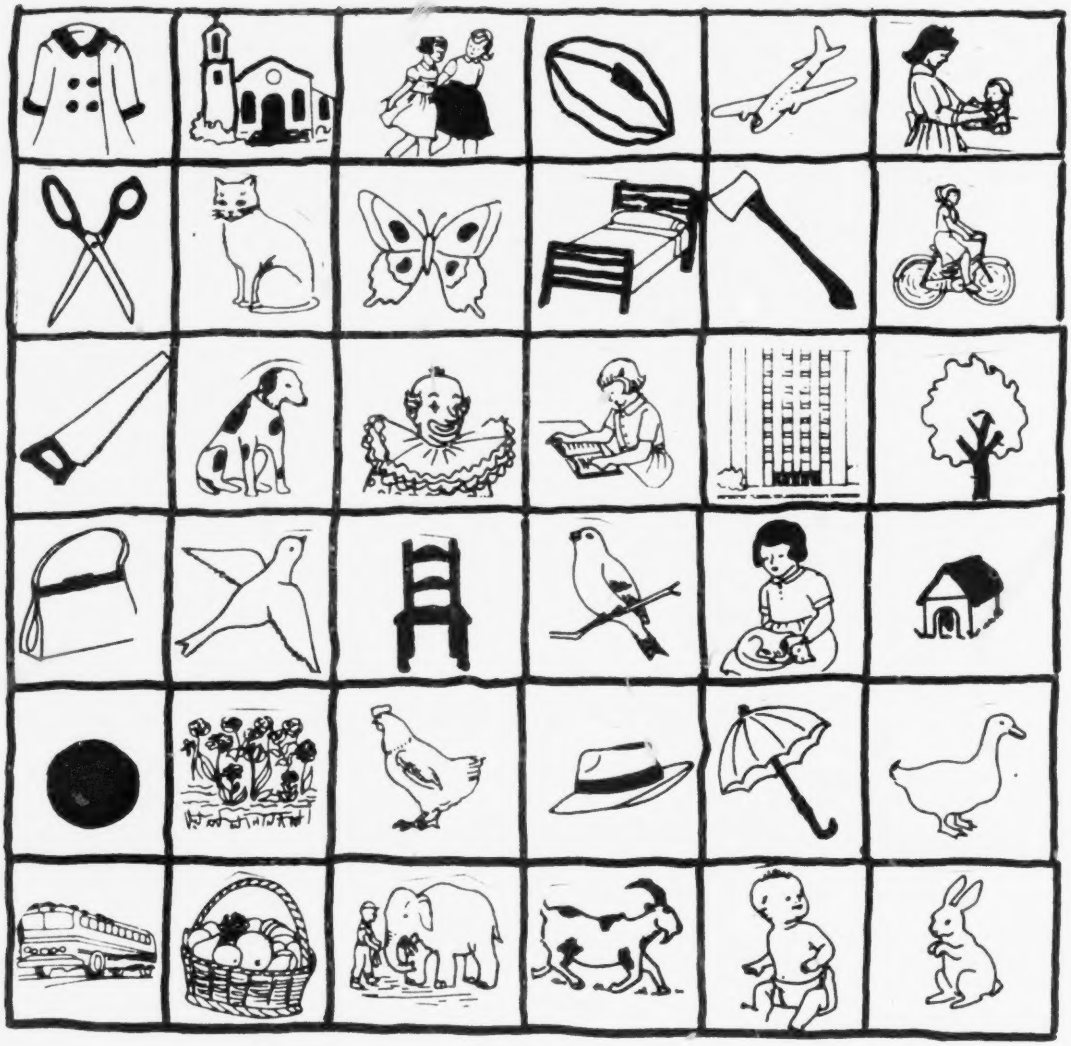


Three members of th El Haj family attend Seward School. Rema is ten years old and is in 4th grade. She and her two brothers Marwan, 9, (3rd grade) and Zivad, 8, (2nd grade) have lived in both Chicago and Jordan, and the two older children have attended school in both places.

At Seward all three students are doing well in their studies. Marwan's favorite subject is mathematics. Rema likes art, mathematics, and gym, but Zivad prefers reading and writing.

Comparing education in the two countries, Rema noted that in Jordan all students wear uniforms. Marwan commented that in Jordan students must be quiet. Another obvious difference is language, since classes in Jordan are taught in Arabic. All three children can understand, speak, read and write Arabic.

At Seward, the children have also learned a little Spanish. Marwan cleverly made a contrastive analysis between Arabic and Spanish. "In Arabic the word for shirt is "comis", similar to the Spanish "camisa", he observed"



You may use this chart according to the needs of your pupils. We suggest a game of verbal Lotto. You might call out the names of the things on this chart or you might make statements about the things on the chart. For example, you may say "scissors" or you may say, "What would you use to cut paper?"

Chicago Pupils From Around the World

by
Mary Fenlon and Tom Sharp

The Chicago Public Schools have pupils from a wide variety of ethnic backgrounds. The Nettelhorst School in District 3 and the Falconer School in District 5 typify this pupil diversity. We would like to thank the principals, Miss O'Shea of Falconer and Mr. Block of Nettelhorst for their cooperation. The principals gave us many insights to the problems faced by schools with a large number of foreign students. The Nettelhorst School is located in a highly transitory section of the city. Pupils often attend for only a short time and then transfer to a new school when their family relocates. The School Community Representative usually talks with the parents of new foreign pupils and helps to orient the pupils and parents to their new surroundings.

Falconer faces similar problems involving new foreign pupils and their families. For example new Italian immigrants would come to register their children for school who didn't speak English. Miss O'Shea, who does not speak Italian, would employ a combination of Spanish, French and Latin with hand gestures; thus, by trial and error communicating with the family. However, cases arose where there were no language links so that verbal communication was impossible. In these instances sign language and gestures are the only means of communicating. Teachers and principals face many problems inherent in cases involving pupils from foreign countries. They must overcome cultural shock, shyness and uncertainty before they can began to teach. The pupils we interviewed at Nettelhorst and Falconer show that these problems can be overcome by patience, concern and sensitivity.

We would like to thank Mrs. Margo Gottlieb for allowing us to interview her class. Lida Seyedzadeh is in second grade and came to the United States when her father became an Iranian consul. She usually speaks her native tongue at home with her family. What does she like best about America? - "Snow!"

Shaheen Kausar, Jaisal Ahmed and Madhavi Rathod have come to the United States from different parts of India. They speak their native tongue at home. They all enjoy dishes from India such as Iddli a rice and bean cake and Pilaf a rice and meat dish. They all enjoy life in America and find it easy to make friends among their classmates.

Rudi Bajramovic came to the United States from Pechuria, Yugoslavia two years ago. He speaks both English and his native tongue at home. He also enjoys a combination of traditional Yugoslavian foods and American foods at home. Rudi hopes to to to college someday. What does he like best about American life? - "Its freedom!"

Fidel Vargas was born in Cuba but moved to Puerto Rico before coming to the United States. He speaks Spanish at home with his parents and two younger sisters. Fidel likes to watch and play American sports, especially baseball, football, and hockey. What does he like best about America? - "The people."

The following students were interviewed at Falconer:

Peter Kritikos (age 12) and Ted Vassilabopoulous (age 13) were born in Greece. Peter moved with his family from Corinth at the age of 5 and Ted moved here from the town Alonestani two and a half years ago. Both speak Greek at home and still enjoy many of the traditional Greek meals of lamb, veal, and stuffed grape leaves (dolmades). Their favorite American food is the Hamburger. Peter has a big family of 1 brother and 4 sisters while Ted has a younger brother who also attends Falconer School. Both like life in the United States and expressed a special preference for American Sports. Peter wants to become a professional baseball player while Ted would like to be an engineer in the space program. Ted plans to return to Greece with his brother this summer to visit his grandparents and Peter also expressed a wish to return to Greece for a vacation.

Tanya Milovanovic came to the United States from Belgrade Yugoslavia with her parents and sister. She speaks her native language at home and enjoys the food of her native country like stuffed cabbage. Tanya likes the U.S. because of its size and variety she also likes the modern homes in this country. She wants to be a teacher, her favorite classes are art and music. She has a Grandmother, an aunt, and several cousins in Yugoslavia and hopes to visit them in the future.

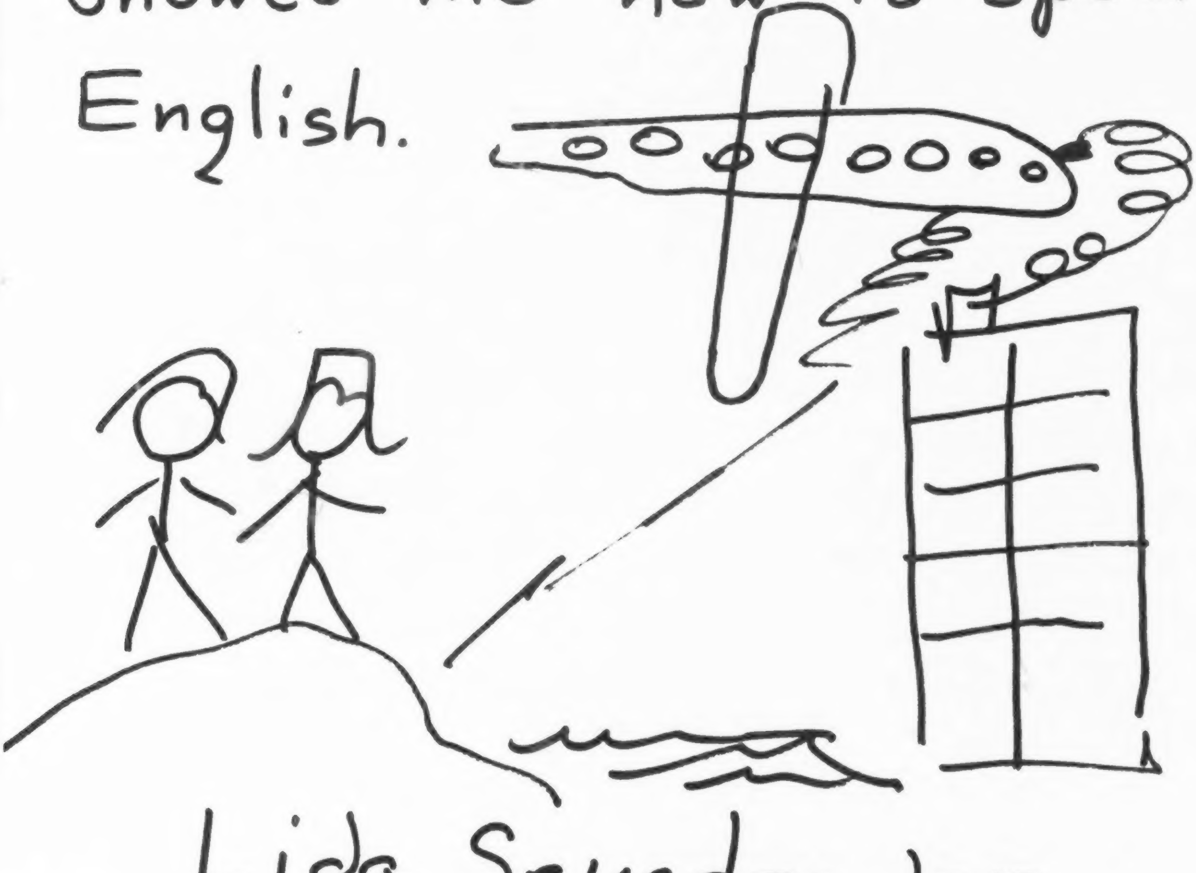
Sophie Powrila and Stephanie Janusz are Polish. Sophie was born in a small farm town in Poland and Stephanie was born in America. Sophia and Stephanie are aware of their Polish heritage and often speak Polish at home, with their families. Both enjoy some of the traditional Polish foods such as cabbage and beans (kapusta) and potato soup. However, Stephanie admitted that his favorite food was pizza. Both like life in America and especially enjoy the American people. Sophie found some of the Christmas customs in America different than those of Poland. In Poland the trees are decorated with lighted candles and a variety of home made candies and cookies. Stephanie plans to go to college and study to become a mathematics teacher. Sophie wants to learn to type and become a secretary.

Sarah Colzantimi, Mario Incondelo, and Phillip D'Anna have Sicilian backgrounds. Mario came to the United States 2½ years ago, while Sarah has been here for 6 years. Phillip, like his mother, was born in the United States, but his father is from Sicily and Sicilian is spoken at home. All enjoy Sicilian and Italian foods at home such as spaghetti and many varieties of cheese and noodle dishes. Mario and Sarah said that two differences between life in America and life in Sicily were the weather and the school systems. The weather is always warm in Sicily and Sarah said she had never seen snow until she came to the United States. In Sicily, children go to school 6 days a week but they only have classes until noon. Phillip and Mario like American and European Sports, Mario likes to play soccer in Hansen Park. Phillip enjoys riding horses and hopes to raise them in the future. Sarah wants to become a secretary while Mario and Phillip plan to to to college. They all plan to visit Sicily and see their relatives.

We thank the students for their cooperation in allowing us to interview them. We are sorry that we couldn't talk to more of them.

OUR WORLD

when I came from Persia to America
I Didn't Know how to speak English.
I came on an airplane.
Some of My friends
Showed me how to speak
English.



Lida Seyedzaden
Nettelhorst School
Grade 2

AMERICA

Leonard Discovers America

by

Rudi Bajramovic
Third Grade

I came from Yugoslavia. I live on 631 W. Roscoe. I came on a airplane. My favorite book is Leonard Discovers America. Leonard went in his time machine. The time machine went up, up, up, and away. Then Leonard saw Christopher Columbus. When Christopher Columbus went in the water, Leonard went with him to help Christopher Columbus find the land of riches. And then they found the land of riches. Christopher Columbus called the land India. And then he returned back home again.

I Discover America

by
Ana Herrera
Third Grade

My Father works as a mechanic. He is brave. My Mother was a babysitter. I am in third grade. My brother is in fourth grade.

★★★★★★★★★★

These articles were written by children from Nettelhorst School. Their TESL teacher is Mrs. Margo Gottlieb.

DISCOVER AMERICA

DISCOVER AMERICA

DISCOVER OUR WORLD

I Discover America

by

Miriam Rivera
Second Grade

I come from Puerto Rico. When I was two I found a map and looked at it. And I said to myself there is another state and it's name is Chicago, Illinois. I went to my mother and showed her the map and said there is a new state. Let's go to the new state. O.K. said mother, and we flew to the new state.

* * *

I Discover America

by

Maricela García
Second Grade

In Mexico I went to visit my Grandmother and Grandfather and my baby sister. We were there only for three weeks. There was a big park to play there. And I had so much fun every day with my Grandfather.

* * *

I Discover America

by

Shaheen Kausar
Second Grade

I came from India. I havetwo cousins. I like my cousins. I have two sisters and I have one brother. I like my father and I like my mother.

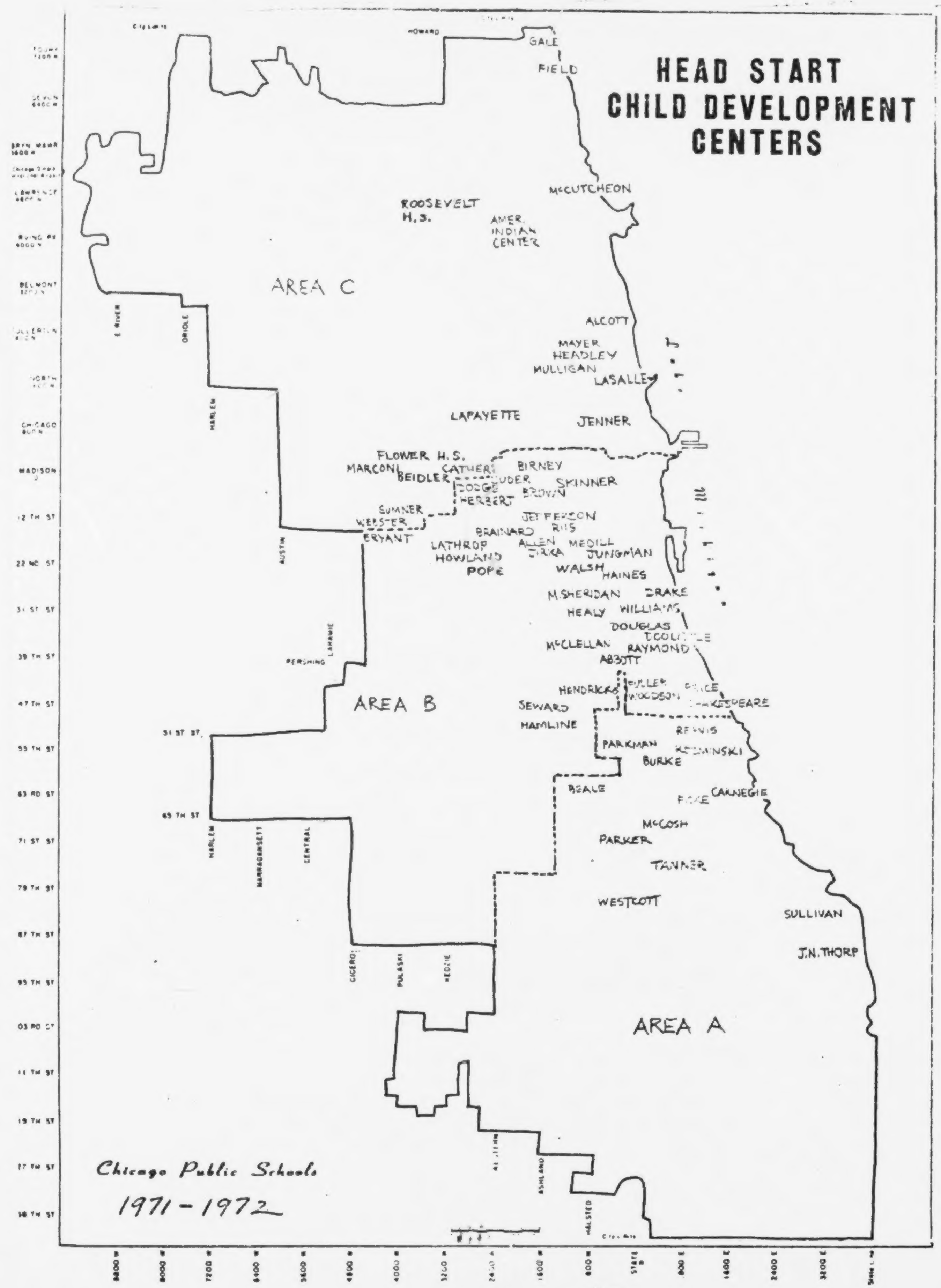
WHERE
IN THE
WORLD...

On the map at right, you will find 71 locations for Head Start centers operated by the Board of Education. What you will not find are some of the far-distant places around the world, where some of this year's Head Start children were born.

One Roosevelt High School Head Starter comes for Baghdad, Iraq. Two children at Mark Sheridan Head Start come from Mexico. The teacher at Seward reports that almost all the children in her Head Start class were born in Mexico, but two come from Arabia! At Alcott, with a name like Genevieve, what would you expect? Paris, France, of course! Several other children in the Alcott Head Start class were born in the Philippines.

On the far south side, many children born in Mexico attend J.N. Thorp and Russell Square Park (Sullivan School) Head Start classes. And, returning from our "'round the world" tour, the American Indian Center houses no less than 44 Head Start children who are native Americans!

HEAD START CHILD DEVELOPMENT CENTERS



HOWARD
GALE
FIELD
McCUTCHEON
ROOSEVELT H.S.
AMER. INDIAN CENTER
AREA C
ALCOTT
MAYER
HEADLEY
MULLIGAN
LASALLE
LAFAYETTE
JENNER
FLOWER H.S.
MARCONI
BEIDLER
CATHER
BIRNEY
JUDER
DODGE
HERBERT
BROWN
SKINNER
SUMNER
WEBSTER
BRYANT
JEFFERSON
RIIS
BRAINARD
LATHROP
ALLEN
MEDILL
HOWLAND
JIRKA
JUNGMAN
POPE
WALSH
HAINES
M.SHERIDAN
DRAKE
HEALY
WILLIAMS
DOUGLAS
DOOLITTLE
McCLELLAN
RAYMOND
ABBOTT
HENDRICKS
FULLER
WOODSON
PRICE
SHAKESPEARE
SEWARD
HAMLINE
AREA B
REAVIS
PARKMAN
KOZMINSKI
BURKE
BEALE
FISKE
CARNEGIE
McCOSH
PARKER
TANNER
WESTCOTT
SULLIVAN
J.N. THORP
AREA A
BRYN MAWR 5600 N
LAWRENCE 4800 N
IRVING PK 4000 N
BELMONT 3200 N
FULLERTON 2400 N
NORTH 1600 N
CHICAGO 800 N
MADISON 0
12 TH ST
22 ND ST
31 ST ST
39 TH ST
47 TH ST
55 TH ST
63 RD ST
71 ST ST
79 TH ST
87 TH ST
95 TH ST
03 RD ST
11 TH ST
19 TH ST
27 TH ST
38 TH ST
E RIVER
ORIOLE
HARLEM
AUSTIN
LARAMIE
PERSHING
51 ST ST
65 TH ST
NARRAGANSETT
CENTRAL
CICERO
PULASKI
KEDZIE
ASHLAND
HALSTED
8800 W
8000 W
7200 W
6400 W
5600 W
4800 W
4000 W
3200 W
2400 W
1600 W
800 W
STATE
800 E
1600 E
2400 E
3200 E

Chicago Public Schools

1971 - 1972

A Head Start Teacher of Japanese Descent Reports...

Haines Head Start has children of Chinese descent coming from various parts of Asia — and one comes from Toronto, Canada. Five are from Hong Kong, two from Rangoon, Burma, one from Macao, and one from Georgetown, Malaysia.

Most of these children have been here only a short while, ranging from about ten months to one month ago. The most recent ones came to school after being in the country about a week. Although the children don't speak English, they seem to understand through painting and gesturing, etc. Smiles and signs of approval seem to get across very quickly. The new children are accepted by the others right away and made to feel part of the class. And it certainly helps to have two Chinese teacher aides!

- Mitsu Mitchum
Head Start Teacher
Haines School

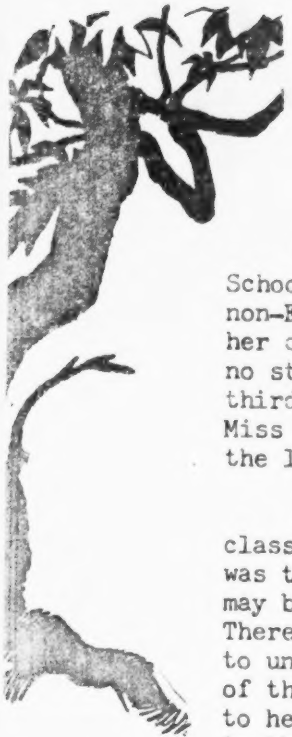
Singapore

Green and clear but not serene;
Bold and cold yet hardly old;
Wielding and shielding while never yielding
Daring and glaring and always preparing
...for tomorrow.

Observations of TESL

by

Mr. King Yuen Chu
(Graduate student from Hong Kong
attending Roosevelt University)



The TESL class which I observed at the John C. Haines Elementary School was taught by a Chinese teacher, Miss Chin. Her pupils were non-English speaking pupils from China and Hong Kong. They came to her classes in small groups. They differed in grades, so there was no standard grouping of her pupils. In one group there were a few third graders and some first graders, but all of them, according to Miss Chin, needed special classes of English to help them adjust to the language requirement of the school.

In my observation, I found out that the pupils in the TESL classes learned English not as a foreign language but a language which was taught to them as it was taught to the natives; the only difference may be that it was taught in a method especially arranged for them. Therefore, some of these pupils found it difficult at the first stage to understand what the teacner said. Fortunately Miss Chin was aware of this fact and she tried almost every means to communicate her ideas to her pupils such as by using pictures or objects which could be seen in the immediate environment. Her teaching materials included the teaching of English words with flash cards and English conversation with the aid of some pictures. The pupils were encouraged to speak the sentences or words correctly even if they made mistakes for several times. No effort was spared in urging them to pronounce a word correctly no matter how difficult this word seemed to a pupil. After several trials in pronouncing the word, a pupil would not be afraid to say it again in his sentence which contained the word. For the smaller pupils, games and songs were also used as mediums of teaching English words. My observation showed me that the pupils enjoyed the TESL classes because there was fun as well as a chance to learn a new language without the feeling of being forced to learn it.

My visit to the above-mentioned TESL classes gave me an impression that this program was not only good for the non-English speaking students but also effective in providing opportunities for them to make a more positive school adjustment.

I had a talk with one of the pupils from Hong Kong and he told me that he really enjoyed the TESL classes because he now felt more confident in the handling of the English language and he felt he could be able to adjust gradually to the regular school schedule. But he told me he regreted having to sacrifice a few classes in Mathematics and Social Studies to go to the TESL classes.

This may not be the best of all possible worlds, but to say that it is the worst is mere petulant nonsense.

T.H. Huxley

THAILAND

During the reign of King Rama IV, an English governess named Anna came to Siam to help the young princes learn to speak her mother tongue and to tutor them in the three R's. Now the "Land of the Free," is called Thailand (pronounced Tie-land), and it represents the only Southeast Asian country which was never colonized. This article will describe Thai village life in terms of three R's: rain, rice, and religion.

RAIN

The Siamese calendar divides the year into three seasons - the hot, the cool, and the rainy. In the hot season, the pace slows even more than usual, and it is not uncommon for a Thai to "aapnaam" (bathe) four or more times in a day. During the cool season, the Thais shiver as the temperature drops to a "cold" 70 degrees, and they bundle up in sweaters.

When the rains come, it is usually a series of light showers, with intermittent periods of bright sunshine. Every adult has developed an uncanny sense of what's in store. They carry paper umbrellas when there isn't a cloud in the sky, and inevitably, a few hours later, the rains come. The people anticipate the annual three-day rains and the resultant floods, and with instinct, combined with years of experience, they can usually predict the rise and fall. They wait patiently for the waters to subside, continuing their routine as usual.

"Klongs," as the canals are called, serve as an irrigation system, but they also supply fish for eating; water, for bathing, washing clothes, brushing teeth, toilet disposal, and drinking; and a highway for boat travel.

RICE

Rice is eaten three times a day, but there are a large number of "kapkhaaws," which add variety to the meals. Fish, chicken, pork, and beef, along with fresh vegetables and sauces, some bland, but more often spiced with curry powder, comprise the basic diet. Rice grows in abundance and about 20 per cent of the crop yield is exported.

RELIGION

Because Buddhism is not only a belief, but a way of life, one cannot really understand Thailand without realizing the Buddhist philosophy. Prayers and teachings of the Buddha are part of the school curriculum, and for all celebrations the monks chant their blessings. Even in the poorest of towns, there is a beautiful wat (temple), and its glazed roof and golden idols contrast markedly with the wooden or thatched houses alongside.

Thais follow the saying: "Fish in the water, rice in the field." If they have these staples, the people are content. Their philosophy, "keep a cool heart," is related to religion. Everything, for that matter, seems to have Buddhist overtones. . . the tiny spirit houses to ward off the ghosts; the death parades to the crematorium, with singing and dancing to send the body happily to its next life and to appease the spirits; the saffron-robed monks, making their morning rounds to receive rice, allowing the people to "make merit." A villager strives to store up merit for life in the next world, and young men often become student monks for a period of three months of study, contemplation and prayer.

King Rama IV realized the importance of Western influence, but sought to retain a Thai national character. His sons practiced their three R's with Miss Anna, but he shrewdly studied ways to improve and develop the three R's of Thailand. He developed trade with the important commercial centers of the West, realizing the importance of allies while remaining an independent power.

Thai Students in Chicago

by

Mr. Kriengkrai Techasen
(Graduate Student, Roosevelt University)

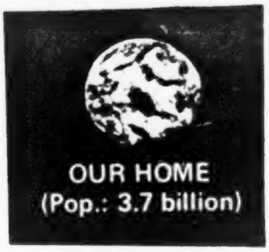
There are Thai students from Thailand attending the following Chicago public schools: Field, Greeley, Brentano, Raster, Senn, Brenneman, W.K. Sullivan, and Seward.

I recently had the opportunity to visit the Seward School and I found it most interesting.

Namthip Yodmongkol is the only Thai student at Seward; she is studying in the fifth grade. I interviewed her and was pleased with her clever and alert responses.

She was born in Singburi province and attended school there before moving to Bangkok. She came to Chicago with her father and lives with an aunt who is a nurse at Cook County Hospital.

I felt very proud as I watched Namthip interact with her teachers and friends. She is a good representative of Thailand and her smiling face and pleasant manner help make other people understand why Thailand is called "The Land of Smiles."


OUR HOME
(Pop.: 3.7 billion)

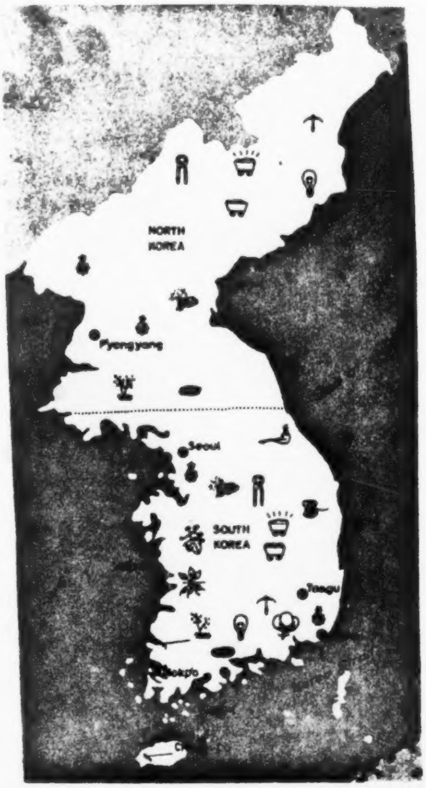
Jung Sook Lee was born in a small town near Seoul, the capital of South Korea. She comes from a close-knit family; both parents work and the three daughters and two sons help each other with chores at home. Jung Sook Lee enrolled in the Hawthorne School in March, 1971. She is presently studying in the fifth grade and says she likes her teacher, Miss Logan and her classmates very much. Her favorite subject is mathematics.

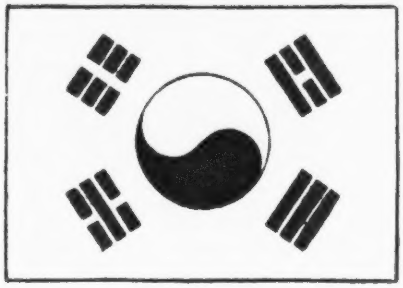
Three of her brothers and sisters also study at Hawthorne. Chi Won Lee is in seventh grade; Jung Hyun Lee is in third grade; and Chi Won Lee is in first grade.

In the Korean language, the last name is written first. This is how Jung Sook Lee writes her name:

이 정숙

SOUTH KOREA


NORTH KOREA
Pyongyang
Seoul
SOUTH KOREA
Taegu
Mokpo
Rice
Soybeans
Potatoes
Fruit
Vegetables
Cotton
Tobacco
Fibers
Forest products
Fish
Gold
Iron ore
Coal
Tungsten
Manganese
Industry



The national flag of South Korea is called Tae-Geuk. Its symbol represents the philosphy and mysticism of the Orient. There is a circle in the center of the flag which is equally divided into an upper red section (Yang) and the lower blue section (Um or Yin). The red represents the mystical man his brightness, warmth and goodness. The blue represents the mystical women her darkness, coldness and evil. The Orientals believe these symbols represent the entire universe and that they never exist in pure form. Thus, in the best person there are some weak points and in the most evil person there is some good. The Orientals also believe that parts of the universe many change but the universe as a whole always maintains a constant balance of Yang and Um (Yin). Thus, one part may turn from light to dark (good to bad) but somewhere there is an equal change of dark to light and bad to good. This belief in perfect balance is further symbolized in the flag by 3 continuous lines which represent heaven (the unchangable whole) and 3 broken lines which represent the changeable earth. On one side two lines with a broken line in the middle represent warmth and fire which is balanced by two broken lines and a continuous line in the middle on the opposite side of the flag which represents cold and water.

BURMA

by

Esther Tay
Waller High School

Burma is a beautiful country bounded on the north and east by China and Thailand, and on the west by India and the Bay of Bengal, and on the south by the Indian Ocean. Two outstanding physical features of the country are the mountains from the north to south and the main rivers.

Burma is in the tropical zone, so the climate is as hot and wet as other countries in the same latitude. Most of the days are pleasant with plenty of sunshine. Although, on some heavily rainy days, it is no doubt really wet and dreary. However, the rains are important to the farmers to supply sufficient water to their fields for the growth of the crops. Burma is an agricultural country and its economy depends largely on its export of rice, teak, and rubber. It is said that Burma is one of the largest rice exporting countries in the world. Besides, it is also rich in mineral products such as wolfram, tin, and precious stones as jade and rubies.

Burma is also a land noted for it's pagodas. After harvesting, the people enjoy holding festivals in towns and villages. In their traditional custom, feasts are given to everyone who comes to their place.

In time of need, the people of Burma help one another, so also in time of happiness they share together. On the whole they are a jovial and good people.

Now, Burma is an independent country with a population of 37 million consisting mainly of Burmese, Shan, Karen, Kachin, Chin, and Aralanese. It is called the Union of Burma governed by the Revolutionary Council headed by the Chairman, General Ne Win, with Rangoon as its capital. He emphasized freedom of worship by all religions, free tuition in all schools, and free hospitalization in the whole country.

Rangoon has a fine University of Arts and Science with a good level in Medicine and Technology.

So far as we know, Burma is a developing country. It cares more to be friend to all, and enemy to none.

Nicolaus COPERNICUS, *1473-1543*

Copernicus is known as the father of modern astronomy. He grew up in Poland and studied there at the University of Cracow where he developed a new theory on the universe. He developed the theory that the Earth rotated daily on its axis and that Earth and the other planets orbited the sun. Until *Copernicus* made these observations, it was believed that the Earth lied motionless in the center of the universe and that the sun orbited the Earth. Many other scientists and church leaders tried to make *Copernicus* change his theory because it disagreed with their beliefs and they were afraid people would begin to doubt the power and wisdom of their leaders. *Copernicus* was brave and refused to change his theory. After *Copernicus* died other famous scientists like Isaac Newton who developed the Laws of Gravity and Galileo who invented the telescope proved his theory.

Frederic Francois CHOPIN, *1810-1849*

Chopin was born in Poland and began studying the piano at the age of seven. He completed his early studies in Warsaw and moved to Vienna for advanced classes and to study composing under famous Austrian composers. *Chopin* moved to Paris when Poland was defeated in a war. *Chopin* gave money and support to people fighting for Polish independence but was never able to return to his native land for fear of being arrested by the foreign governments. He showed his love for Poland in his music: *Chopin* composed 55 Mazurka's - the national dance of Poland; and 13 Polonaises - a Polish dance - which was the favorite of European royalty.

Joseph CONRAD (Pen Name) Born - *Teodor Jozef Konrad* KORZENIOWSKI *1857-1924*

Conrad was raised and educated in Poland but he decided to pass up a chance to attend the famous Polish University at Cracow in order to go to sea. He served in both the French and British marines. He was forced to give up life at sea because of poor health. He devoted the rest of his life to writing novels and short stories most of which were adventure stories about the sea. Some of his famous novels are "The Nigger of the Narcissus", "Typhoon", "Lord Jim", and the short stories "Heart of Darkness", and "The Secret Sharer". Lord Jim has been made into a movie and was nominated for several oscars.

Famous Polish Men

Henryk SIENKIEWICZ - 1846-1916

Sienkiewicz is probably the greatest Polish writer in history. He was born and raised in Poland and unlike the other famous Poles, he spent most of his life in Poland. He wrote many famous historical adventure novels. His famous works are "Fire and Sword", "The Deluge", "The Crusaders", and "Quo Vadis"- (Where Are You Going). He was awarded the Nobel Prize for Literature in 1905. This award is given once a year to the greatest writer in the world. His book Quo Vadis, a story about life in ancient Rome, became so popular that it was made into a movie.

Casimir PULASKI - 1748-1779

Pulaski was a Polish nobleman who went to military school where he became an officer in the Polish Calvary and fought against Russia and Austria. He was captured and exiled. *Pulaski* came to America when he heard of the revolution and became a great calvary officer, leading many raids against the British Army. He was killed in the Battle of Savannah in Georgia in 1779. After the war he was proclaimed a hero by George Washington. Today we have many statues and schools named in his honor.

Thaddeus KOSCUISZKO - 1746-1817

Koscuiszko was born and educated in Poland. He became a famous military leader and also an engineer who specialized in building roads, bridges and military forts. When America revolted against Great Britain, *Koscuiszko* volunteered to go to America. He built the fortification for West Point and helped General Washington in several battles. After the war, *Koscuiszko* returned to Poland to help his country in a revolt against Russia which controlled part of Poland at this time. He was captured by the Russians and was forced to spend his life in exile outside of Poland.

Ignance PADEREWSKI - 1860-1941

Paderewski was a famous Polish pianist and statesman. He made world tours to play concerts and raise money which he contributed to poor Polish people. His work shows he had many interests in music - he wrote several operas, piano concertoes, and many piano soloes. At the time of his death he was still trying to raise money and support for the Poles who were then under control of Nazi Germany.

Early Indian Literature

Indian culture is the eternal bedrock of India's proud past, its fateful present, and its glorious future. A knowledge of the various aspects of this culture and an emotional awareness of this culture can help any person in his mental and spiritual growth. Literature, philosophy and religion are India's great inheritances.

Although Indian literature has been written in various Indian dialects and in English, all the major epics originated in Sanskrit. The Vedas (knowledge), written in Sanskrit, consist of a body of texts which, though extending over centuries (15th Century, BC to 6th Century, BC) relate to a single religion, Vedic. The most ancient documents are the Samhitas (collections) which contain principally versified praises addressed to the chief deities of the cult, but they also include isolated formulae assigned for recitation in the course of ceremonies, stanzas or groups of stanzas intended to be sung, incantations, and finally, prose passages expounding the ritual. They are divided into Rig-Veda (Veda of hymns), Yajur-Veda (Veda of Sacrificial formulae) and Sama-Veda (Veda of chants). To these three vedas was later added Atharva Veda.

As opposed to this group of works which constitute Shruti (Revelations) stands Smriti (Human tradition) which include, among other things, the six Vedargas "additional members or limbs" of the Veda: phonetics, ritual, grammar etymology, prosody, astronomy and each of these texts are attached to one of these Vedas.

Mahabharata is one of the great epics, the story of the war between Kauravas and Pardavas. It is a composite work, a huge poem of ninety thousand couplets and eighteen books. The story is interrupted by numerous episodes, fables, moral tales, and long political and moral disquisitions which make the epic the fundamental source of Hinduism and an encyclopedia of Indian beliefs. It is also a work of art - in simple language at times rising to grandeur - with vigorous scenes and lively dialogues.

The Ramayana is the second great epic, a poem of twenty-four thousand couplets. It is the story of Rama and Sita, interwoven with folklore and historical material. It contains many passages of real delicacy of expression and sensibility. The style is simple and mellifluous. There are no harsh words to grate the ear. The lilt of poetry is lovely.

Bhagavat Gita is the most popular religious poem in Sanskrit literature. It is a book conveying lessons of philosophy, religion, and ethics. Bhagavad Gita forms part of the Mahabhavata. Lord Krishna (God) man is supposed to address Arjuna at a great crisis in his life and makes him build a strong spirit within himself and win the war.

The Puranas are considered to be very scared and are read and recited in many Hindu homes. The Bhagavata is one among the 18 principal puranas. It expounds in inimitable manner the bhakti cult. It is the cult of onepointed and intensive devotion to the Lord which makes a man forgetful of himself and his duties and surroundings to such an extent that he identifies himself with the object of his adoration and loses consciousness in a state of samadhi or trance. He meditates in bliss and becomes united with God.

Tantras are similar to Puranas, espousing the cult of the female Shakti (Power) which symbolizes the Goddess of par excellence.

The Dharmashastras include jurdicial doctrines, religious and political customs, didactic verses and miscellaneous discussions. Arthasastra treats politics, economics and state administration for the purpose of a prince. Kamasastra is about the science of pleasures.

Alankara (poetics) covers all the rules which a poet needs to master if he is to work effectively. There are also works written in the 4th century A.D. about grammer, law, astronomy, medicine, logic, and philosophy. One of the greatest contributors to classical literature is Kalidasa, a highly imaginative poet and dramatist. Kalidasa was the most brilliant luminary in the literary firmament of the Gupta Age who has shed lustre on the whole of Sanskrit literature. His genius shone with equal brilliance both in drama and in poetry. His most important poems are Raghuvamsa and Kumarasambhara, and his most famous drama is Sakuntala.

Next to Sanskrit literature stands Tamil, which began by 500 B.C. Tolkappium was the earliest Tamil work dealing with orthography, etymology, rhetoric, and prosody. The Eight Collections, the Kural, and Silappadikaram are among the other great Tamil works.

More than a dozen languages have contributed valuable literature to Indian culture. All these works are noted for their infinite variety and basic unity. No one who sees a part of India only and not the rest can have a full picture of her. No one who sees the present only and has no realization of the panorama of her past, can understand her, for her root goes deep down into the past of the history of man. Innumerable weeds have grown up from time to time, but they have never succeeded in uprooting those deep roots which have fashioned our destiny for good or ill. No one can understand India completely without knowing about the magnificent inheritances of her literature, philosophy, and religion, which are her pride and treasure.

"*Too many cooks spoil the broth.*" (American)

"*Two captains sink the ship.*" (Persian)

"*The smaller the group the better they can see.*" (Spanish)

"*Don't catch a fish with both hands.*" (Thailand)

"*With so many roosters crowing the sun never comes up.*" (Italian)

"*Too many boatmen run the boat up to the top of the mountain.*" (Japanese)

"*With seven nurses, the child goes blind.*" (Russian)

"*When there are too many cooks in the kitchen, there is nothing to eat on the table.*" (Polish)

This wide and universal theatre presents more woeful pageants than the scene wherein we play in.

SHAKESPEARE

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages.

At first the infant,
Mewling and puking in his nurses arms;

Then the whining school-boy,
with his satchel and shining morning face,
creeping like snail unwilling to school.

And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow.

Then a soldier,
Full of oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation,
Even in the cannon's mouth.

And then the justice,
In fair round belly with good capon lin'd,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances,
And so he plays his part.

The sixth age shifts
Into lean and slipper'd pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well sav'd, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound.

Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion;
Sansteeth, sanseyes, sanstaste, sanseverything.

- William Shakespeare
As You Like It
Act II Scene VII

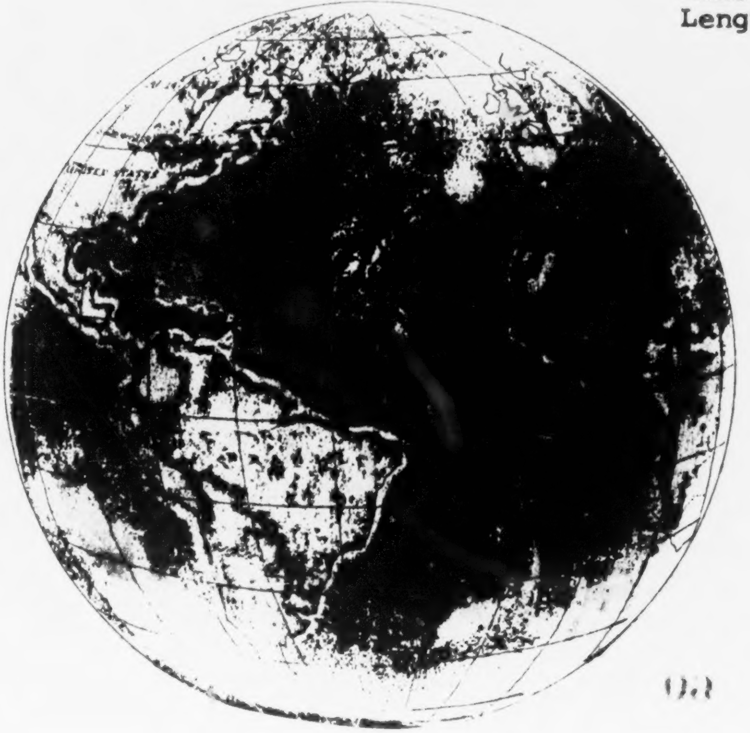
ESTOS SON LOS PAÍSES EN QUE SE HABLA
ESPAÑOL

Argentina
Bolivia
Colombia
Costa Rica
Cuba
Chile
Ecuador
El Salvador
España
Guatemala
Honduras
Mexico
Nicaragua
Paraguay
Panama
Peru
Puerto Rico
R. Dominica
Uruguay
Venezuela

También lo hablan en Filipinas en Marruecos y en algunos pequeños nucleos de población de Turquía, Grecia, Yugoslavia, Bulgaria, Rumania...

En los Estados Unidos hay varios millones de descendientes de hispanoamericanos que hablan nuestro idioma.

Almendros Alvaro
Lengua Española
P.5



There is no tracing the connection of ancient nations, but by language; and therefore I am always sorry when any language is lost, because languages are the pedigree of nations.

-Boswell's Journal

Mrs. Lee Okrongley, teacher at Nash Bilingual Center, compiled a list of Independence Days in various Latin-American countries. She is happy to share this information with her fellow teachers and hopes it is helpful.

Calendar of the Americas

Country and Capital	Independence Days
Argentina Buenos Aires	May 25
Bolivia La Paz	August 5-7
Brazil Brasilia	September 7
Chile Santiago	September 18-20
Colombia Bogota	July 20
Costa Rica San Jose	September 15
Cuba La Habana	May 20
El Salvador San Salvador	September 15
Ecuador Quito	August 10
Guatemala Ciudad de Guatemala	September 15
Haiti Port-au-Prince	January 1
Honduras Tegucigalpa	September 15
Mexico Ciudad de Mexico	September 15-16
Nicaragua Managua	September 15
Panama Ciudad de Panama	November 3

Country and Capital	Independence Days
Paraguay Asuncion	May 14
Peru Lima	July 28
Republica Dominicana Santo Domingo	February 27
United States Washington D.C.	July 4
Uruguay Montevideo	August 25
Venezuela Caracas	July 5

He who has a firm will molds the world to himself.

Johann Wolfgang von Goethe

THE WORLD

25 LARGEST COUNTRIES OF THE WORLD IN AREA

Country	Area (Square Miles)	Country	Area (Square Miles)
1 = Russia	8,649,500	14 = Mexico	761,602
2 = Canada	3,851,809	15 = Indonesia	735,272
3 = China	3,691,502	16 = Libya	679,360
4 = United States	3,675,633	17 = Iran	636,296
5 = Brazil	3,286,488	18 = Mongolia	604,250
6 = Australia	2,967,909	19 = Peru	496,224
7 = India	1,263,068	20 = Chad	495,755
8 = Argentina	1,072,073	21 = Niger	489,191
9 = Sudan	967,500	22 = Angola (Portugal)	481,354
10 = Algeria	919,595	23 = Ethiopia	471,778
11 = Congo (Kinshasa)	905,568	24 = South Africa	471,445
12 = Greenland (Denmark)	840,000	25 = Mali	463,950
13 = Saudi Arabia	830,000		

CONTINENTS OF THE WORLD

Name	Area (Square Miles)	Population
Africa	11,677,000	342,000,000
Antarctica	5,100,000	0
Asia	17,124,000	2,039,000,000
Australia	2,967,000	12,327,000
Europe	4,065,000	648,000,000
North America	9,416,000	317,000,000
South America	6,881,000	186,000,000

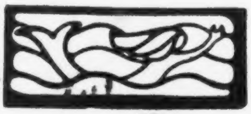
25 LARGEST COUNTRIES OF THE WORLD IN POPULATION

Country	Population	Country	Population
1 = China	742,000,000	14 = Mexico	48,803,000
2 = India	539,412,000	15 = Philippines	36,902,000
3 = Russia	244,135,000	16 = Turkey	34,475,000
4 = United States	205,311,000	17 = Thailand	34,430,000
5 = Indonesia	115,395,000	18 = Poland	32,430,000
6 = Pakistan	111,802,000	19 = Spain	32,642,000
7 = Japan	101,861,000	20 = Egypt (UAR)	32,465,000
8 = Brazil	92,531,000	21 = Korea, South	31,598,000
9 = Nigeria	62,187,000	22 = Iran	27,703,000
10 = Germany, West	61,757,000	23 = Burma	26,791,000
11 = Great Britain	56,182,000	24 = Ethiopia	24,193,000
12 = Italy	52,956,000	25 = Argentina	23,798,000
13 = France	51,200,000		

INDEPENDENT COUNTRIES OF THE WORLD

Name	Area	Population	Capital
Afghanistan	250,000	17,150,000	Kabul
Albania	11,100	2,193,000	Tirane
Algeria	919,595	14,102,000	Algiers
Andorra	175	24,000	Andorra
Argentina	1,072,073	24,696,000	Buenos Aires
Australia	2,967,909	12,730,000	Canberra
Austria	32,374	7,460,000	Vienna
Bahrain	231	220,000	Manama
Barbados	166	263,000	Bridgetown
Belgium	11,781	9,822,000	Brussels
Bhutan	18,147	798,000	Thimbu
Bolivia	424,165	4,766,000	La Paz; Sucre
Botswana	231,805	668,000	Gabirone
Brazil	3,286,488	96,388,000	Brasilia
Bulgaria	42,823	8,547,000	Sofia
Burma	261,790	28,087,000	Rangoon
Burundi	10,747	3,614,000	Bujumbura
Cambodia	69,898	6,999,000	Phnom-Penh
Cameroon	183,569	5,920,000	Yaounde
Canada	3,851,809	21,979,000	Ottawa
Central African Republic	240,535	1,607,000	Bangui
Ceylon	25,332	12,846,000	Colombo
Chad	495,755	3,618,000	Fort-Lamy
Chile	292,258	10,070,000	Santiago
China	3,691,523	761,000,000	Peking
Colombia	439,737	21,790,000	Bogota
Congo	132,047	907,000	Brazzaville
Congo	905,568	17,859,000	Kinshara
Costa Rica	19,575	1,808,000	San Jose
Cuba	44,218	8,693,000	Havana
Cyprus	3,572	643,000	Nicosia
Czechoslovakia	49,371	14,622,000	Prague

AIR MAIL
PAR AVION



Name	Area	Population	Capital
Dahomey	43,484	2,801,000	Porto-Novo
Denmark	16,629	4,988,000	Copenhagen
Dominican Republic	18,816	4,480,000	Santo Domingo
Ecuador	109,484	6,296,000	Quito
Egypt (U.A.R.)	386,662	34,116,000	Cairo
El Salvador	8,260	3,642,000	San Salvador
Equatorial Guinea	10,830	296,000	Santa Isabel
Ethiopia	471,778	25,214,000	Addis Ababa
Finland	130,120	4,773,000	Helsinki
Formosa	13,885	14,672,000	Taipei
France	211,208	51,845,000	Paris
Gabon	103,347	495,000	Libreville
Gambia	4,361	373,000	Bathurst
Germany (East)	41,817	17,145,000	East Berlin
Germany (West)	95,961	61,695,000	Bonn
Ghana	92,100	9,073,000	Accra
Great Britain	94,224	56,284,000	London
Greece	50,944	9,016,000	Athens
Guatemala	42,042	5,331,000	Guatemala City
Guinea	94,926	4,087,000	Conakry
Guyana	83,000	758,000	Georgetown
Haiti	10,714	4,960,000	Port-Au-Prince
Honduras	43,277	2,811,000	Tegucigalpa
Hungary	35,919	10,348,000	Budapest
Iceland	39,769	210,000	Reykjavik
India	1,261,817	565,828,000	New Delhi
Indonesia	735,272	122,043,000	Djakarta
Iran	636,296	29,487,000	Teheran
Iraq	167,925	9,271,000	Baghdad
Ireland	27,136	2,945,000	Dublin
Israel	7,992	2,991,000	Jerusalem
Italy	116,304	54,026,000	Rome
Ivory Coast	124,504	4,389,000	Abidjan
Jamaica	4,232	2,054,000	Kingston
Japan	142,813	104,463,000	Tokyo

80 CTS CORREO AEREO MEXICO

65

AIR MAIL
PAR AVION

Name	Area	Population	Capital
Jordan	37,738	2,322,000	Amman
Kenya	224,960	11,123,000	Nairobi
Korea (North)	46,540	14,000,000	Pyongyang
Korea (South)	38,022	32,813,000	Seoul
Kuwait	6,178	658,000	Kuwait
Laos	91,429	3,033,000	Vientiane or Luang Prabang
Lebanon	4,015	2,778,000	Beirut
Lesotho	11,720	991,000	Maseru
Liberia	43,000	1,195,000	Monrovia
Libya	679,362	2,011,000	Tripoli
Liechtenstein	61	23,000	Vaduz
Luxembourg	998	343,000	Luxembourg
Malagasy Republic	226,658	6,979,000	Tananarive
Malawi	45,483	4,642,000	Zomba
Malaysia	128,430	11,370,000	Kuala Lumpur
Maldives	115	113,000	Male
Mali	478,767	5,065,000	Bamako
Malta	122	305,000	Valletta
Mauritius	720	843,000	Port Louis
Mexico	761,604	52,406,000	Mexico City
Monaco	0.58	24,000	Monaco
Mongolia	604,250	1,332,000	Ulan Bator
Morocco	172,414	15,941,000	Rabat
Muscat and Oman	82,000	570,000	Muscat
Nauru	8	7,000	
Nepal	54,362	11,322,000	Ratmandu
Netherlands	13,961	13,246,000	Amsterdam
New Zealand	103,736	2,894,000	Wellington
Nicaragua	50,193	2,048,000	Managua
Niger	489,191	3,946,000	Niamey
Nigeria	356,669	67,467,000	Lagos
Norway	125,182	3,911,000	Oslo
Pakistan	365,529	131,891,000	Islamabad
Panama	29,209	1,512,000	Panama City

AIR MAIL
PAR AVION

66

Name	Area	Population	Capital
Paragua	157,048	2,452,000	Asunción
Peru	496,225	13,997,000	Lima
Philippines	115,830	39,906,000	Quezon City
Poland	120,665	33,183,000	Warsaw
Portugal	35,510	9,793,000	Lisbon
Qatar	8,500	100,000	Doha
Rhodesia	150,333	5,118,000	Salisbury
Romania	91,699	20,258,000	Bucharest
Russia	8,649,500	246,176,000	Moscow
Rwanda	10,169	3,734,000	Kigali
San Marino	24	19,000	Gangtor
Saudi Arabia	830,000	7,478,000	Riyadh
Senegal	75,750	3,922,000	Dakar
Sierra Leone	27,699	2,588,000	Freetown
Sirrin	2,744	198,000	Gangtor
Singapore	224	2,128,000	Singapore
Somalia	246,000	3,026,000	Mogadiscio
South Africa	471,445	20,580,000	Cape Town
Southern Yemen	111,075	2,276,000	Aden
Spain	194,884	33,195,000	Madrid
Sudan	967,500	16,093,000	Khartoum
Swaziland	6,704	429,000	Mbabane
Sweden	173,665	8,103,000	Stockholm
Switzerland	15,941	6,353,000	Bern
Syria	71,498	6,252,000	Damascus
Tanzania	362,821	13,566,000	Dar es Salaam
Thailand	198,457	36,925,000	Bangkok
Togo	21,622	1,908,000	Lome
Trinidad and Tobago	1,980	1,099,000	Port of Spain
Trucial States	32,278	180,000	
Tunisia	62,379	4,974,000	Tunis
Turkey	301,382	36,144,000	Ankara
Uganda	91,134	8,758,000	Kampala
United States	3,675,545	212,161,000	Washington, D.C.
Upper Volta	105,869	5,508,000	Ouagadougou

ประเทศไทย · THAILAND
POSTAGE
3

67

AIR MAIL
PAR AVION

Name	Area	Population	Capital
Uruguay	72,290	2,929,000	Montevideo
Vatican City	0.17	1,000	
Venezuela	352,145	10,771,000	Caracas
Vietnam (North)	61,294	22,685,000	Hanoi
Vietnam (South)	67,108	18,808,000	Saigon
Western Samoa	1,097	149,000	Apia
Yemen	75,290	5,000,000	Sana
Yugoslavia	98,766	20,859,000	Belgrade
Zambia	290,586	4,442,000	Lusaka

AIR MAIL
PAR AVION

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IRAN
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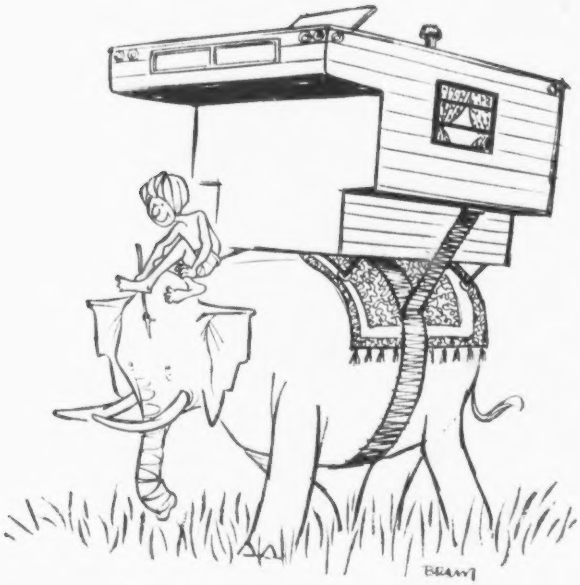
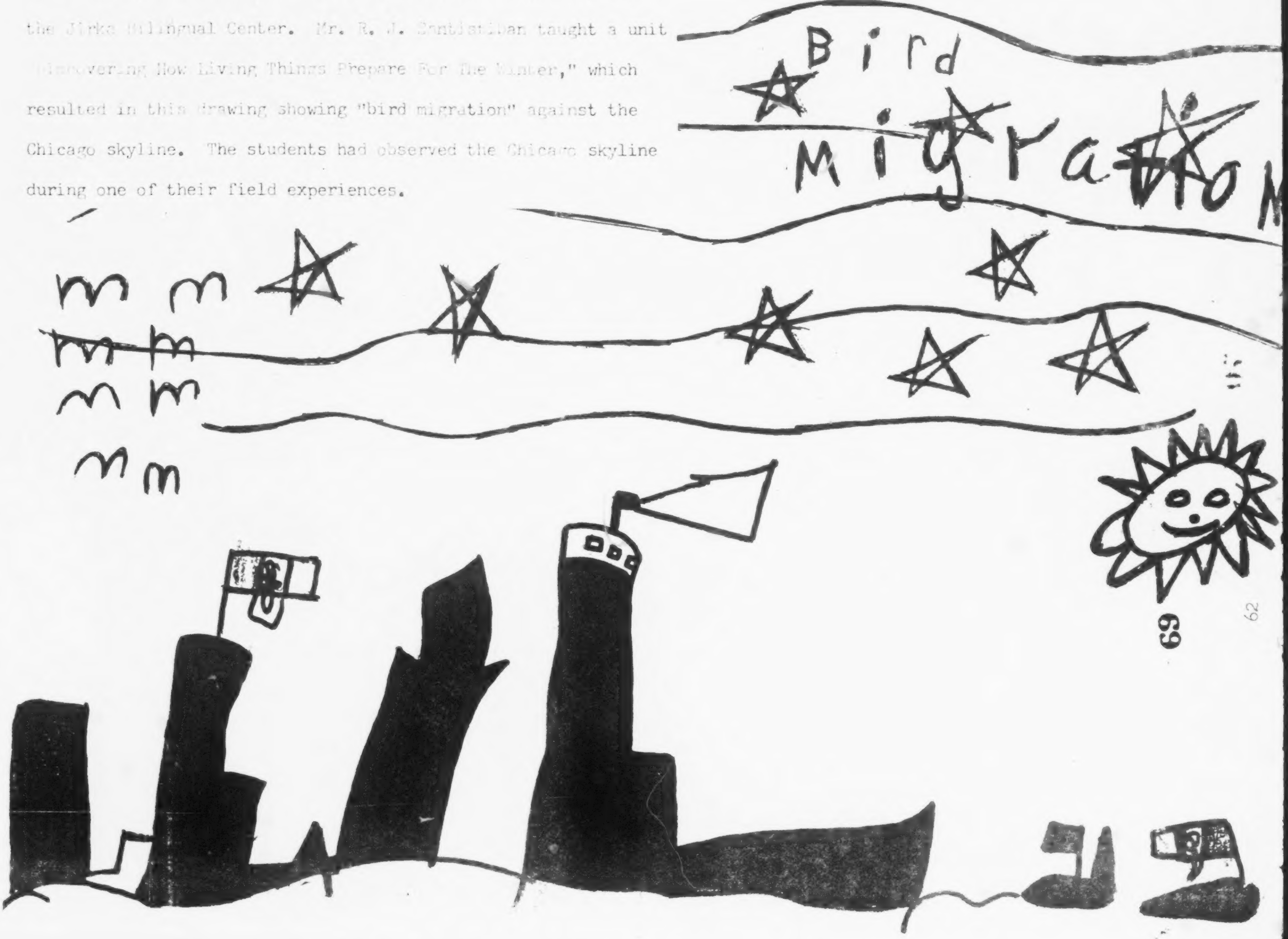
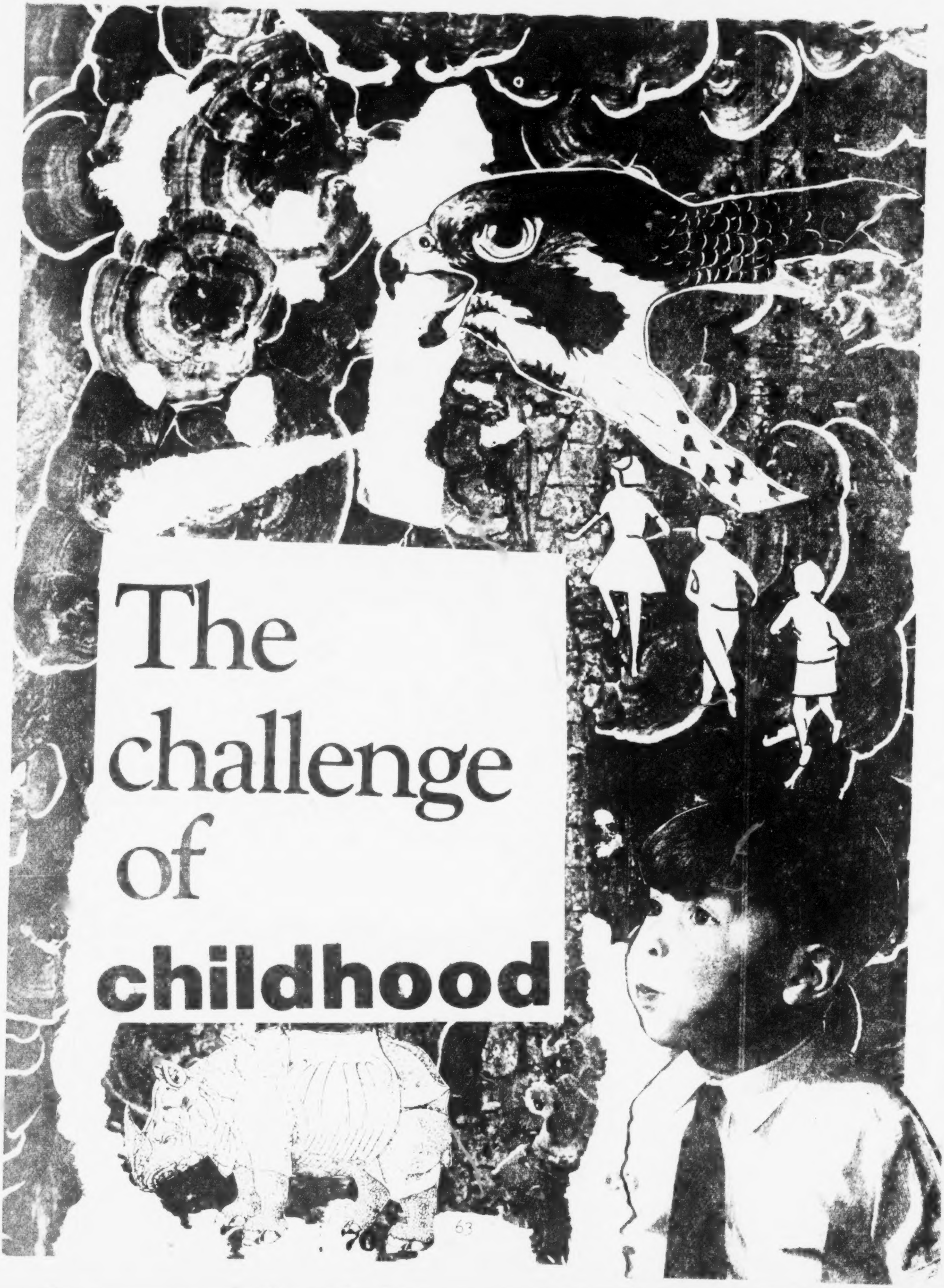


The world has been shaken, but there is very little evidence that it has been moved.

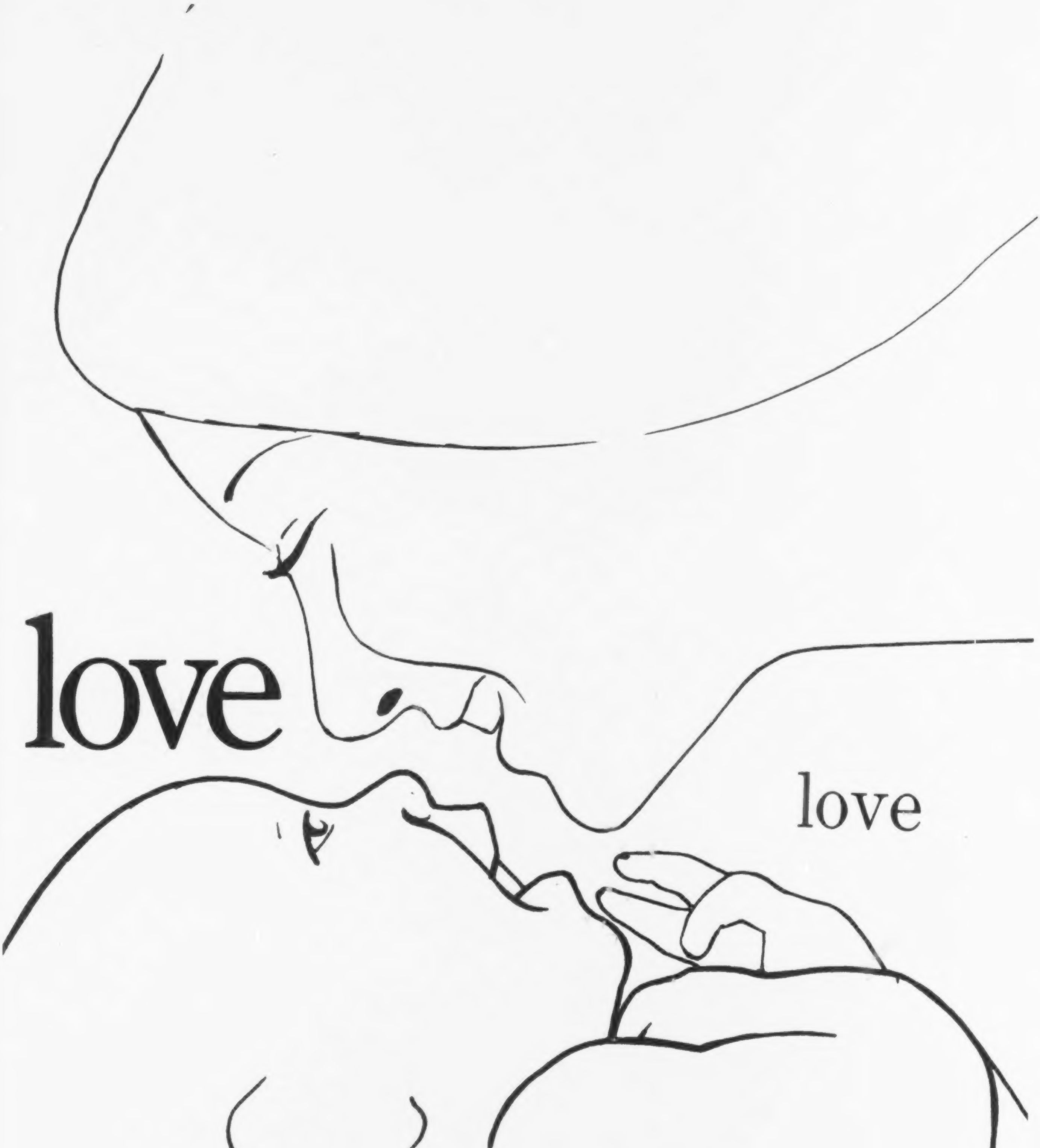
John Burden Sanderson Haldane

This drawing was done by Daniel Ganbou a pupil in primary one at the Jirka Bilingual Center. Mr. R. J. Santistiban taught a unit "Discovering How Living Things Prepare For The Winter," which resulted in this drawing showing "bird migration" against the Chicago skyline. The students had observed the Chicago skyline during one of their field experiences.





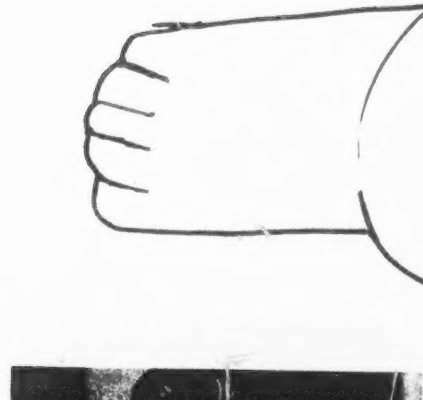
The challenge of childhood

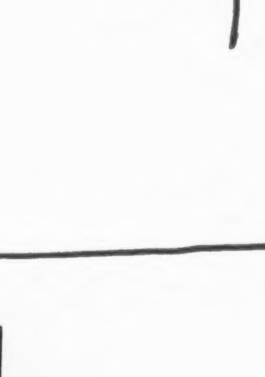


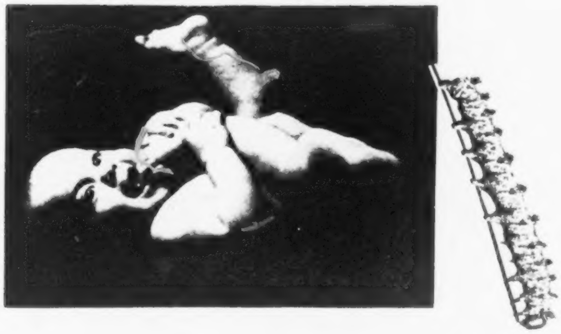
love

love

care

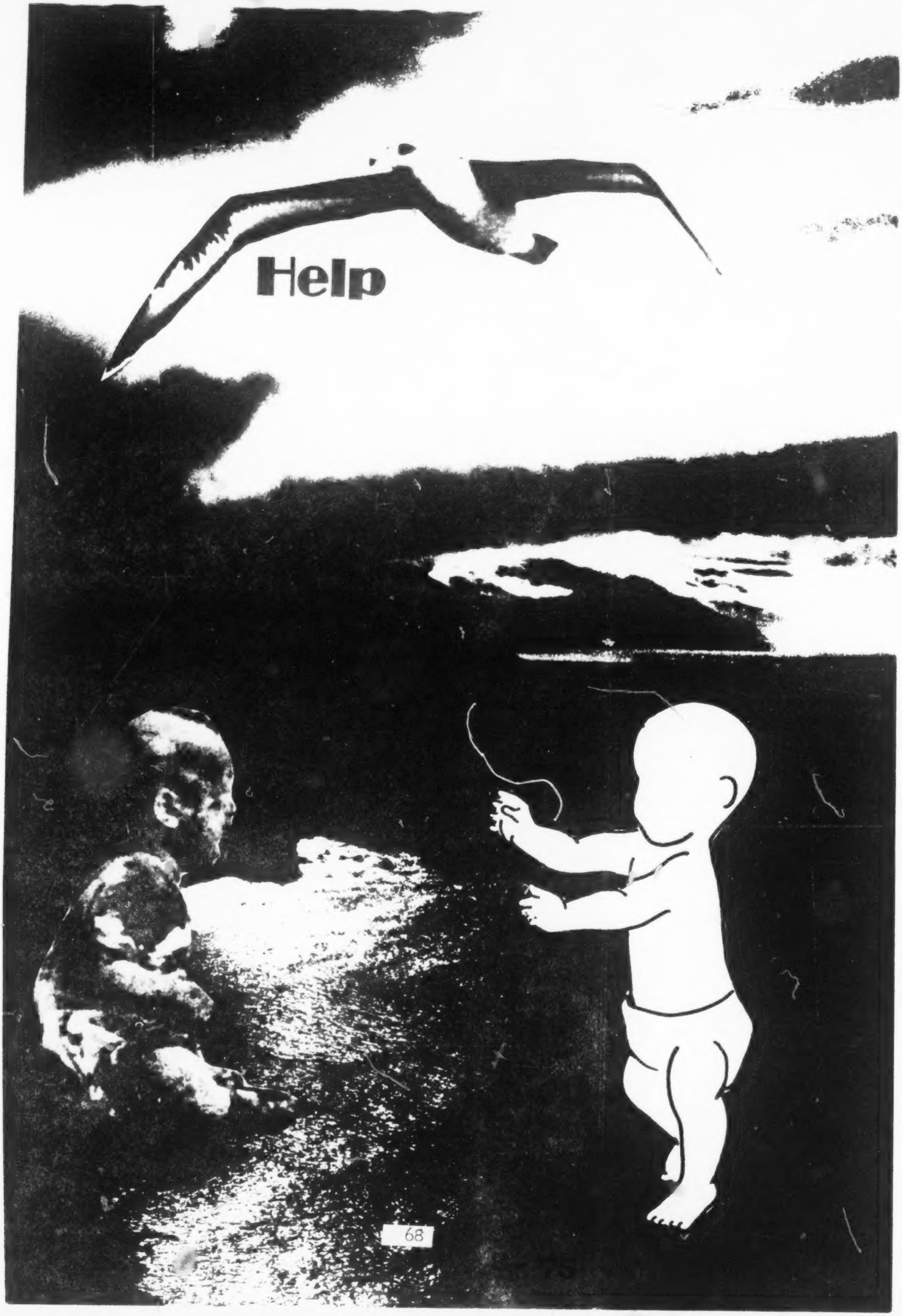






Give

'74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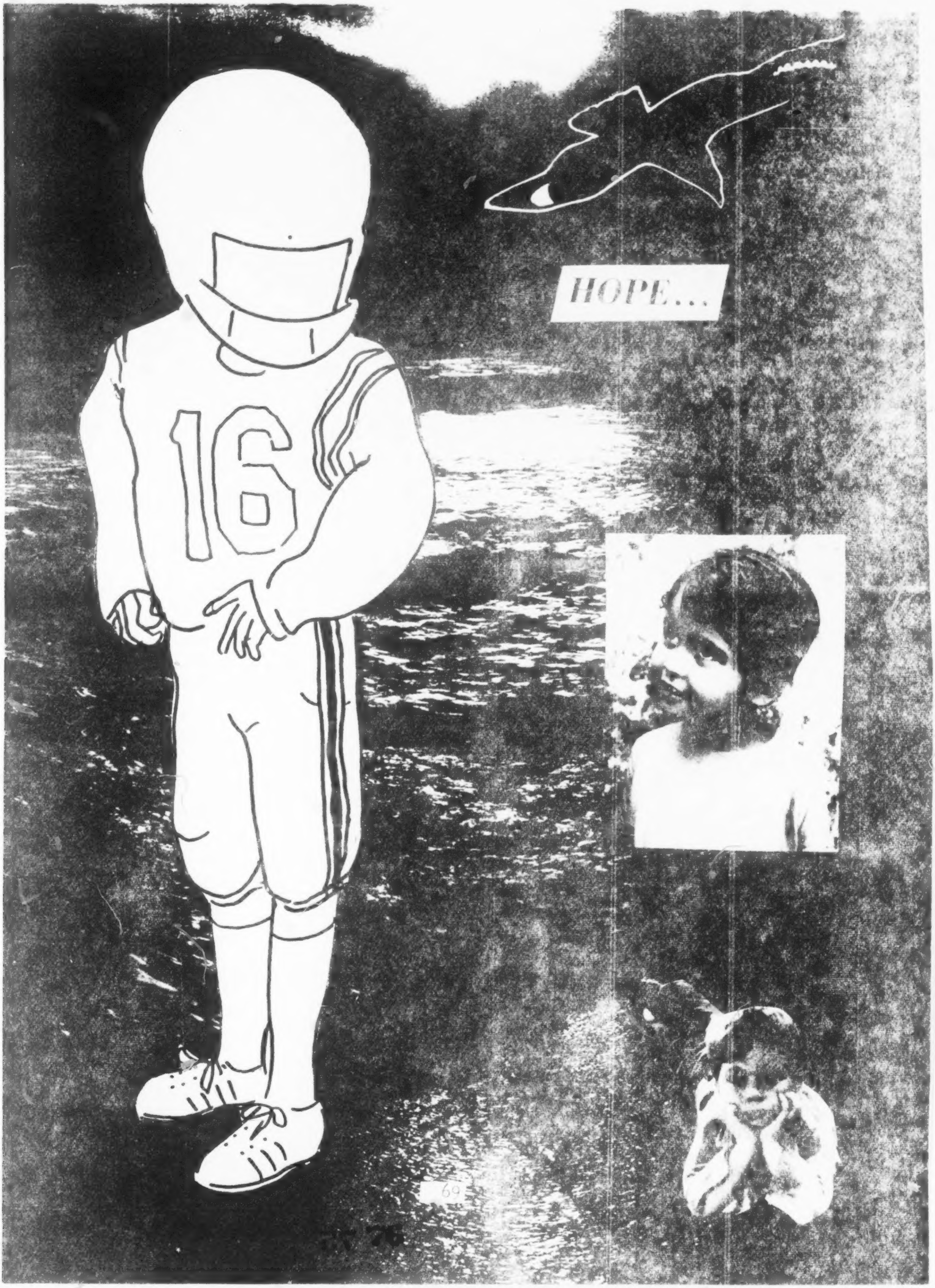
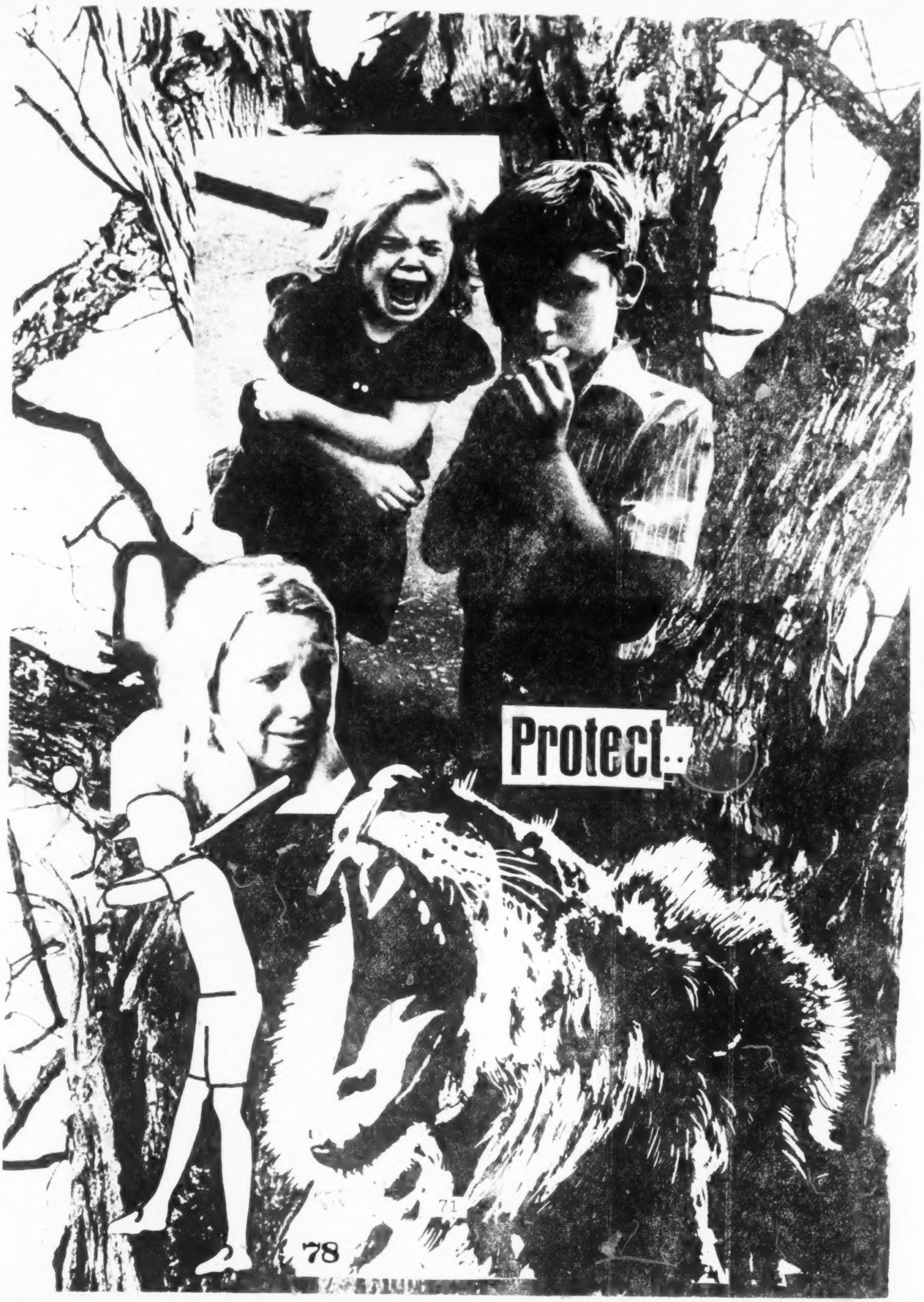

16
HOPE...

share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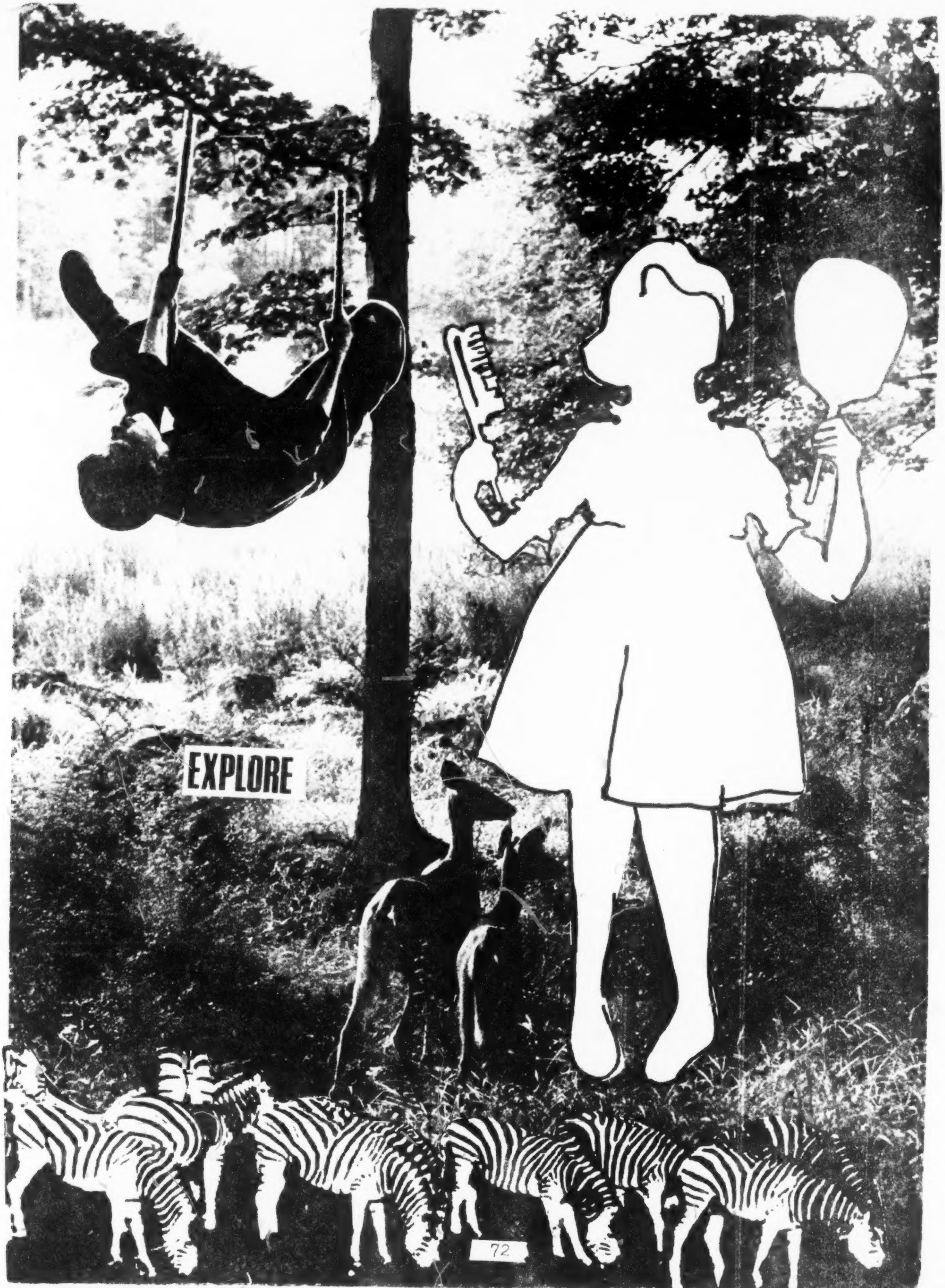

EXPLORE

The Origin of Language

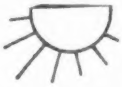
There are several theories on the origin of language. However, because man didn't develop the art of writing and keep records for 500,000 years after he is assumed to have developed speech, there is no way to prove these theories. The "Bow Wow" theory suggests that language arose from man imitating sounds in nature - a dog bark, bird call, etc. The "Pooh Pooh" theory claims that language originated from exclamations of surprise, fear, pleasure or pain that man experienced in his daily life. The "Ta Ta" theory states that language arose from man's attempt to imitate bodily movements for purposes of communication in hunting and working - a sound would accompany a jesture to climb, to duck, etc.

While all theories differ on the specific origin of language, they all generally accept the fact that language developed as an expression of human activity. Language changes as man's activities change. It is believed that isolated, agricultural areas where old customs and methods of earning a living remain the same undergo little change in language. The island of Sardinia off the coast of Italy is an example. The inhabitants' language is very close to classical Latin of ancient Rome. Language changes most rapidly in large urban areas where there is a great influx of people from foreign lands with varying skills and customs. France, which has been the scene of numerous migrations and military conquests, has seen its language change the most.

Changes in language are believed to come in two ways: (1) slightly perceptable changes due to various accent differences of individuals; (2) completely new sounds usually brought in by a new and influential person in the community. An example of the first instance is King Phillip of Spain who spoke with a lisp which made "s" and "z" sound like "th". The Spanish Court, not wanting to show disrespect, chose to imitate the King's pronounciation rather than correct it. An example of rapid change came through the Norman French conquest of the British Isles in the 11th century. The Norman's language was very different from that of the Anglo-Saxon islanders. The Anglo-Saxons were forced to learn many Norman words which have been carried over into modern English. Words such as honor, mansion, and beef come to English from the Norman French.

Presently, plans are being considered to create a World Language which would allow people to communicate with everyone. There are many problems in developing a World Language. They will need a standard set of rules and alphabets. To do this they must be able to anticipate changes which are naturally occuring at all times in language and adjust their plans to fit these changes. It is also necessary that all people offer help and cooperation on constructing and accepting the World Languag

The Silent Language



The Silent Language describes the difficulties of people working in foreign lands and their lack of understanding of a foreign culture and the cues foreigners give to others by their behavior. The transaction of a culture to an individual and an individual to a culture amounts to a "silent language" much of it is unspoken, unconscious, and quite subtle. What silent language do you notice in the class room?

I just received and read the January 1972 issue of DE TODO UN POCO. I was pleased to see the story of el nuevo principal de la escuela Komensky, el Señor Sánchez que es el primer Mexicano-Americano en esta posición en Chicago because he came from our Hammond School. I also noted the 'pequeño cuento' that I sent in about the words WARM and WORM.

This brings to mind another two errors that occurred in a 3rd grade TESL class one day. When asked to make a sentence with the word DULL, Ida happily recited, "I play with my dull."* At the word RUB, Juan, a bright-eyed youngster jumped up and recited, "I rub a bank."*

In a Spanish class that I attend at Northeastern University, I note the opposite difficulties in the two languages. For instance, the day I was teaching the words WHERE and WHEN, our Professor Pantigosto was teaching DÓNDE and CUANDO.

Three important differences in English from Spanish are:

1. We use the word IT, which does not exist in Spanish.
2. The verb in the 3rd person singualr uses an S, present tense,
3. English negatives are entirely different from Spanish.

Thank you for "lending an ear" about my TESL work. I wish you continued buena suerte in your project.

Mrs. Matilda Yoelin
TESL Teacher
Hammond School

*doll - muñeco
dull - sin brillo

rub - frotar
rob - robar

The world does not require so much to be informed as reminded.

Hannah More

"The Other Side of the World"

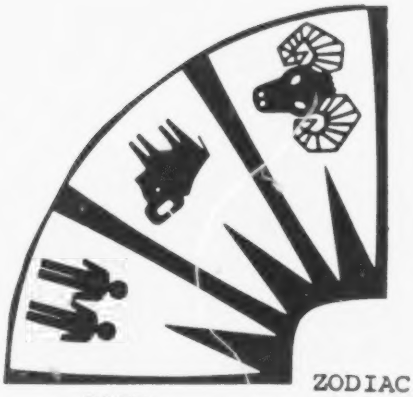
HOROSCOPE

Your personality is determined by the year--not the month--in which you were born, say Orientals. Someone speaks of being a tiger- or dragon-year person rather than being Aries or Gemini.

The Oriental zodiac also influences everyday living. It's unlucky to marry in a monkey year. When a horse year coincides with the fire sign, fewer babies are born. No man will marry a fire-horse woman; she would be responsible for his death.

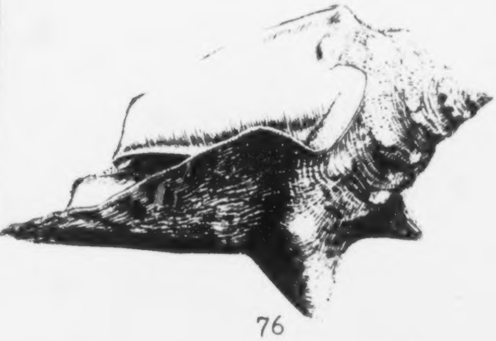
According to the Oriental calendar this is the Year of the Rat. Look for your birth year below to determine your sign.

- YEAR OF THE RAT
  (1900, 1912, 1924, 1936, 1948, 1960)
- YEAR OF THE OX
  (1901, 1913, 1925, 1937, 1949, 1961)
- YEAR OF THE TIGER
  (1902, 1914, 1926, 1938, 1950, 1962)
- YEAR OF THE RABBIT
  (1903, 1915, 1927, 1939, 1951, 1963)
- YEAR OF THE DRAGON
  (1904, 1916, 1928, 1940, 1952, 1964)
- YEAR OF THE SNAKE
  (1905, 1917, 1929, 1941, 1953, 1965)
- YEAR OF THE HORSE
  (1906, 1918, 1930, 1942, 1954, 1966)
- YEAR OF THE SHEEP
  (1907, 1919, 1931, 1943, 1955, 1967)
- YEAR OF THE MONKEY
  (1908, 1920, 1932, 1944, 1956, 1968)
- YEAR OF THE COCK
  (1909, 1921, 1933, 1945, 1957, 1969)
- YEAR OF THE DOG
  (1910, 1922, 1934, 1946, 1958, 1970)
- YEAR OF THE BOAR
  (1911, 1923, 1935, 1947, 1959, 1971)



ZODIAC SYMBOLS AND KEYS

DATE	ZODIAC SIGN	SYMBOL	ELEMENT	RULING PLANET	SLOGAN	KEY WORD
Mar. 21-Apr. 19	Aries	Ram	Fire	Mars	I am	Activate
Apr. 20-May 20	Taurus	Bull	Earth-Spring	Venus	I possess	Establish
May 21-June 21	Gemini	Twins	Air	Mercury	I think	Communicate
June 22-July 22	Cancer	Crab	Water	Moon	I sense	Nurture
July 23-Aug. 22	Leo	Lion	Fire-Summer	Sun	I will	Create
Aug. 23-Sept. 22	Virgo	Virgin	Earth	Mercury	I analyze	Discriminate
Sept. 23-Oct. 23	Libra	Scales	Air	Venus	I weigh	Cooperate
Oct. 24-Nov. 22	Scorpio	Scorpion	Water-Autumn	Mars	I desire	Dominate
Nov. 23-Dec. 21	Sagittarius	Archer	Fire	Jupiter	I see	Prophesy
Dec. 22-Jan. 19	Capricorn	Goat	Earth-Winter	Saturn	I use	Organize
Jan. 20-Feb. 19	Aquarius	Water bearer	Air	Uranus	I solve	Coordinate
Feb. 20-Mar. 20	Pisces	Fishes	Water	Neptune	I perceive	Sympathize



French

La Perle des Antilles

Dieu a crée le ciel et la terre.Et,dans un coin de ce monde nous trouvons quelques îles qui nous enchantent par leur beauté.L'une d'elle a laquelle j'aimerais consacrer ces quelques lignes,a été decouverte en 1492 par Christophe Colomb.Il la nomma Hispaniola en l'honneur de la reine d'Espagne qui lui a donné quelques bateaux afin qu'il pût entreprendre son voyage.

Quelques temps après,les Indiens la nommèrent Haiti.

Haiti est un pays montagneux. Elle est l'une des grandes Antilles et elle est située a l'est de Cuba.Haiti cette belle île est divisée en deux républiques: La république Dominicaine a l'est et la république d'Haiti a l'ouest.Haiti est un pays tropical et sa température ne varie pas Haiti produit du café,du coton,du cacao et de la canne-a sucre.Les Haitiens se sentent toujours heureux et rassurés.Les parents aiment que leurs enfants deviennent de grands citoyens.C'est pourquoi ils les envoient a l'école ,ils apprennent le français,les mathématiques et plus tard ils commencent a étudier les langues etrangères telles que :l'anglais,l'allemand,l'espagnol,le grec et le latin.Le plus grand nombre d'etudiants apprennent l'anglais .Chaque pays a sa méthode d'enseigner, Haiti a la sienne aussi.

Lucien Philoctête

Pearl of the Caribbean

"La Perle des Antilles"

by

Lucien Philoctete,
Waller High School

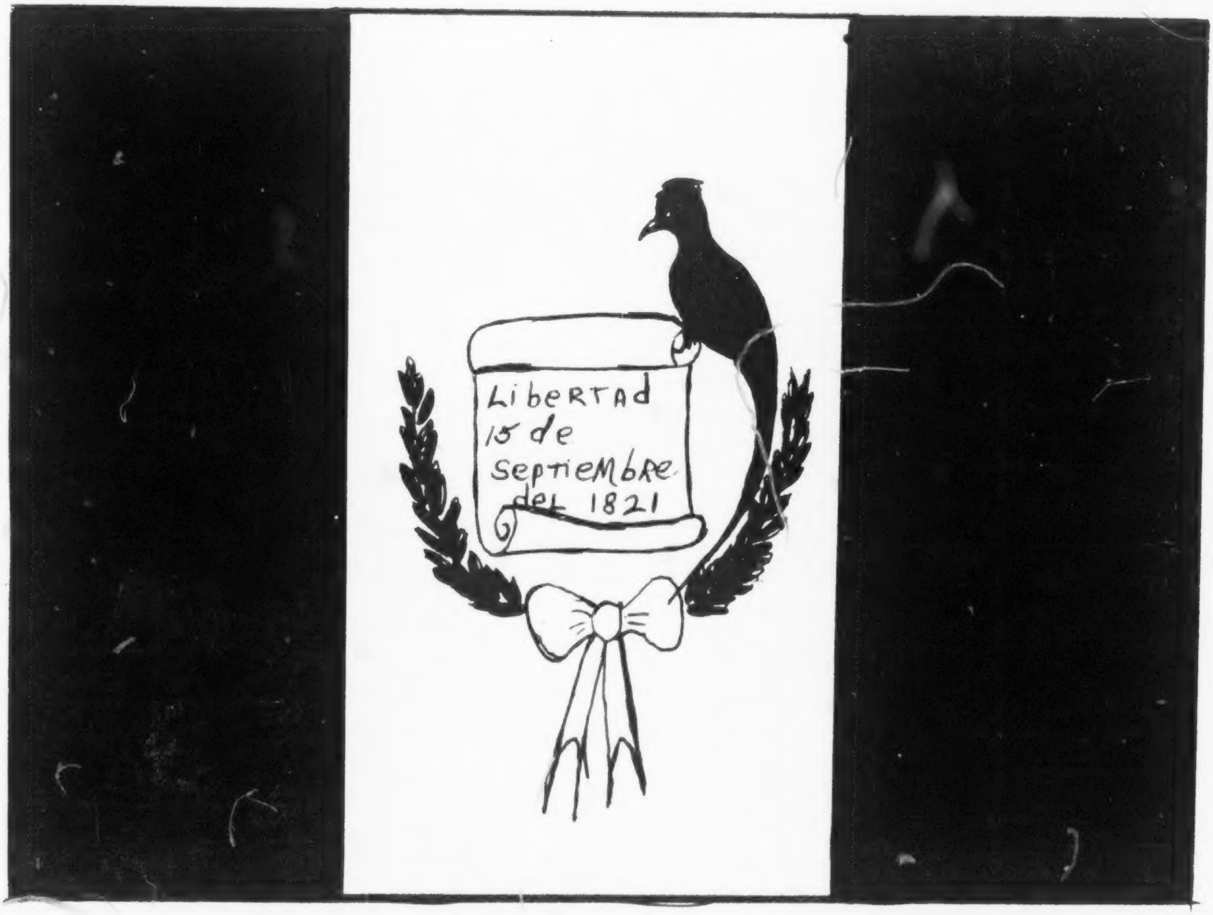
God created the sky and the earth. And, in a corner of this world, we find some islands which enchant us by their beauty. One of them, that I would like to write about, was discovered by Christopher Columbus in 1492. He called it Hispaniola in honor of Spain's king who gave him some boats so that he could undertake the voyage.

Sometime later, the indians called it Haiti.

Haiti is a mountainous country. It is one of the greater Antilles and it is located to the east of Cuba. Haiti, this beautiful island, is divided in two republics: the Dominican Republic on the east and the Haitian Republic on the west. Haiti is a tropical country. The weather doesn't vary. Haiti produces coffee, cotton, cocoa, bananas and sugar cane. People there always feel happy and secure. Parents like their children to be great citizens; that is why they send them to school to learn. In school they learn French, mathematics and later they start to study foreign languages such as English, German, Spanish, Greek, and Latin. Most of the students study English. Every country has its own method of teaching. Haiti has its method too.

HAITI

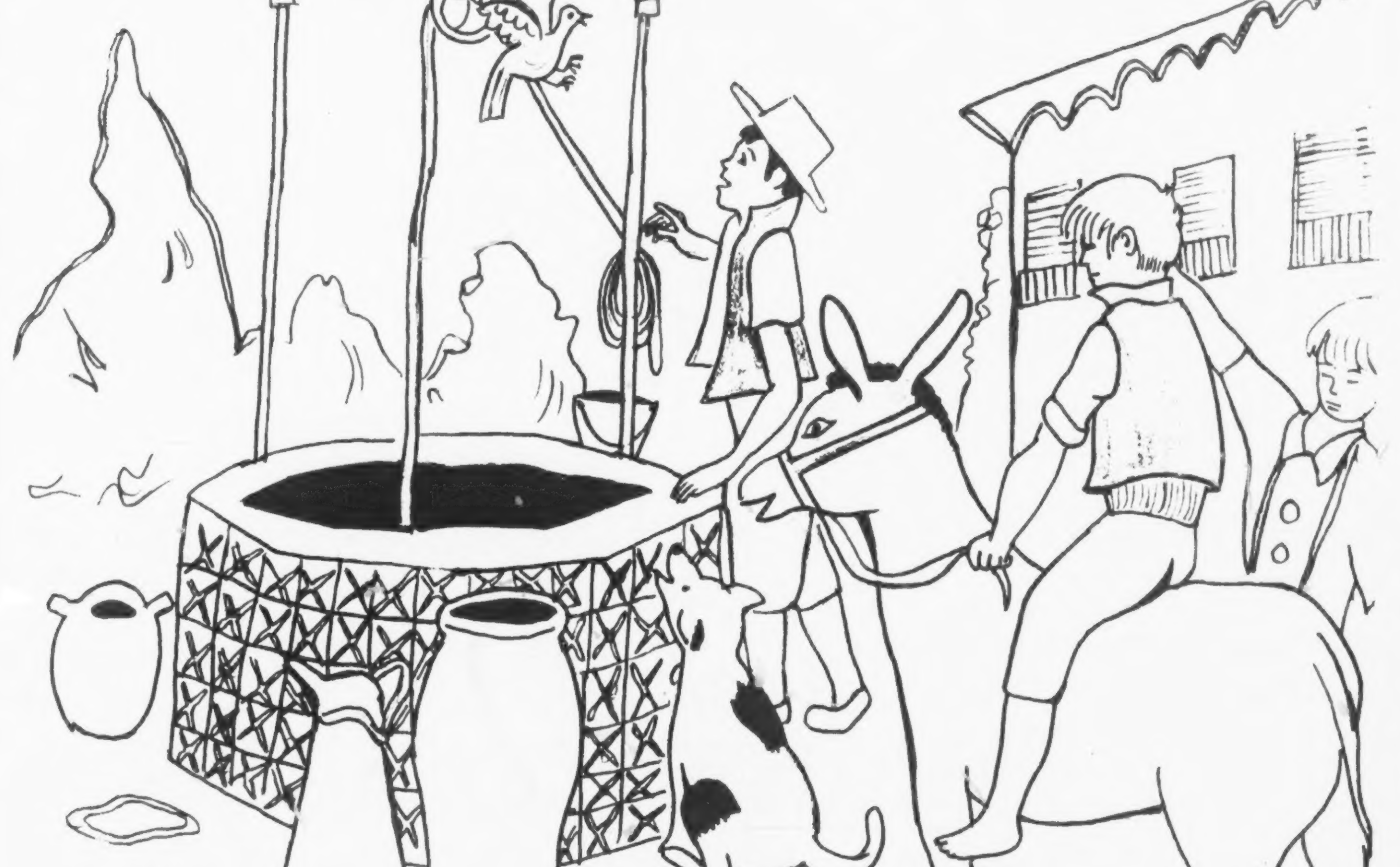
FLAG OF GUATEMALA


Libertad
15 de
septiembre
del 1821

JUAN MOREL CAMPOS
BiLINGUAL CENTER

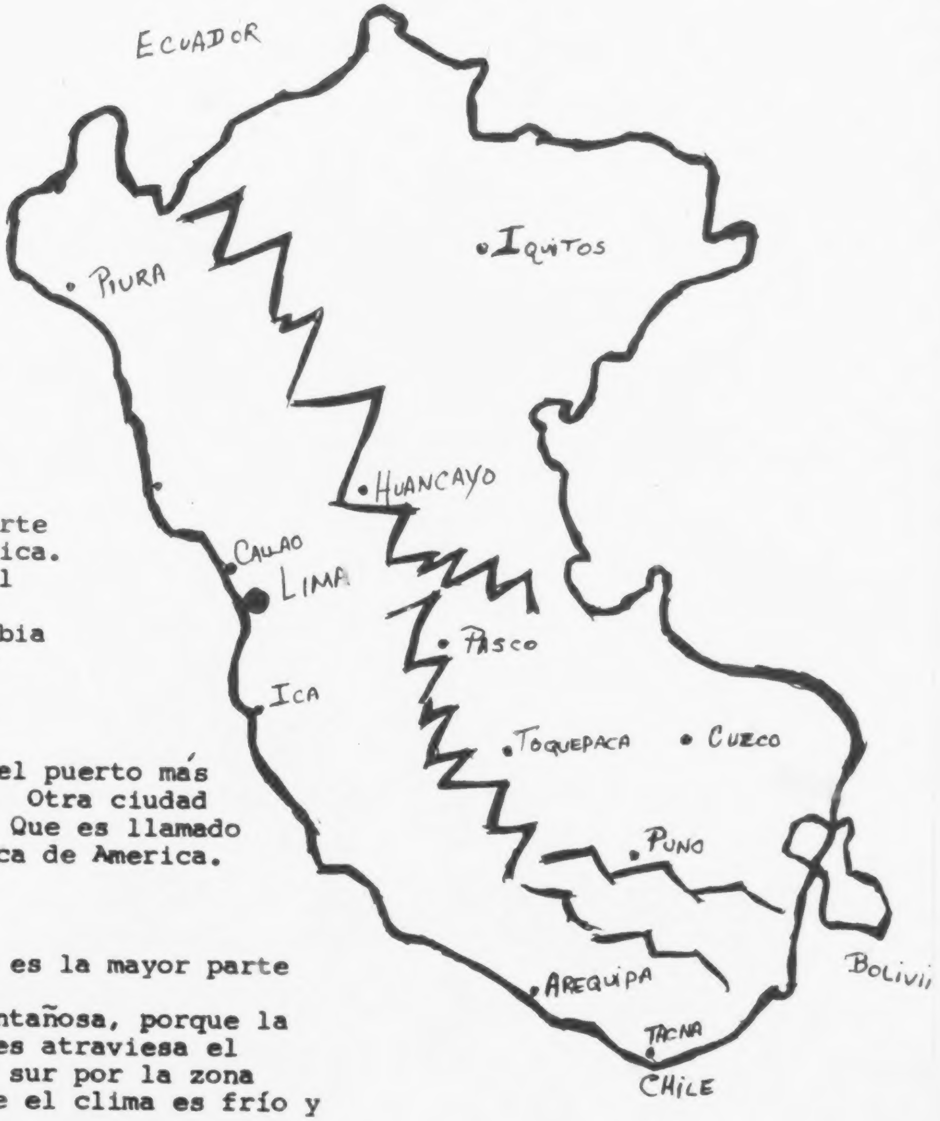
Luis Lopez

Morel Campos Bilingual Center


Luis Lopez #213

The world of reality has its limits; the world of imagination is boundless.

Rousseau


ECUADOR
IQUITOS
PIURA
HUANCAYO
CALLAO
LIMA
PASCO
ICA
TOQUEPACA
CUZCO
PUNO
AREQUIPA
TACNA
BOLIVIA
CHILE

PERÚ

Peru -

Se encuentra en la parte nor-oeste de Sud America. Sus limites son por el

N - Ecuador y Colombia
S - Chile y Bolivia
E - Brazil
O - Oceano Pacifico

La Capital es Lima y el puerto más importante es Callao. Otra ciudad importante es Cuzco. Que es llamado la Capital Arqueológica de America.

Regiones

La Costa del Pacífico es la mayor parte arida y calurosa.
La zona central es montañosa, porque la Cordillera de los Andes atraviesa el territorio de Norte a sur por la zona central. Generalmente el clima es frío y seco.
La Zona Nor-Este es como selva, tiene abundante vegetación y clima muy calurosa.
Humedo y con constantes lluvias torrenciales.

Producción y Exportación

Exporta cobre, petróleo, lana, tejidos, azúcar, café, maíz, papas, maderas, frutas, aceitunas, peces, etc. Perú es el primer país pesquero del mundo entero y el segundo productor de cobre.

submitted by:
Nelly Leon
Juan Morel Campos
Bilingual Center

El Naufragio

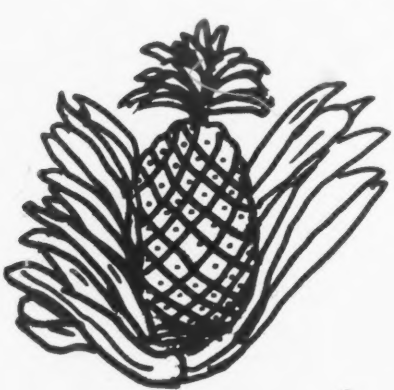
por

Nelly Leon
Juan Morel Campos

Era una noche fría y tormentosa. El mar estaba agitado. Enormes olas arremetían contra el barco. Decidí retirarme a mi camarote, pero no logré conciliar el sueño.

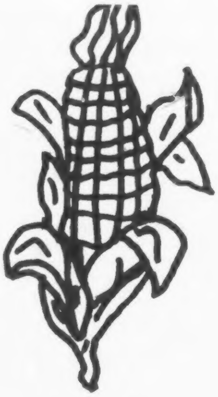
De pronto se oyó un ruido seco y se sintió un sacudimiento terrible como el de un terremoto. Salí de prisa y pude ver que habíamos chocado contra un banco de rocas.

El barco se hundía Lentamente. Todos desesperados se amontonaban en el bote salavidas y se fueron, mi dejaron! Una olga gigantesca mi tiró al agua tratí de mantenerme serena y asi logré asirme a unos palos flotantes. El agua estaba fría, se me helaban hasta los huesos. Debí perder el conocimiento pues cuando desperté me hallé en un hospital/



Piña
PineApple

Malanga



MAIZ
CORN

Cuando Los Indios sembraban
Comida lo que mas sembraban era
piña y maiz y Malanga

By Juan Z

FROM AGASSIZ

Amada Mía

por

Pedro Juan Martinez
Lake View H.S.

Hay algo que no puedo comprender,
y es el modo de tú actuar,
es algo que no entiendo,
y te quisiera preguntar,

Díme ¿ comó tu eres?
eso quisiera yo saber
quiero saber si tú me quieres
y si tú y yo podemos ser.

Díme lo que está pasando
pues no puedo comprender
nunca olvides esta verdad
que yo también puedo querer,

No quiere decir porque sea hombre
sentimientos yo no tenga en mí
pues porque soy hombre más razón
que sienta mucho por Tí,

No solo pienso en mí
mi pensamiento está en todo
al ver que estoy muy sólo
cuando tú no estás aquí.

Yo sé que tú me quieres
pues tus lagrimas me lo han dado a ver
que tú me quieres con el alma
y me adoras con tu ser.

RECETAS

Ensalada de Pollo

3 Pechugas de pollo (cocidas)

1 Lata Mediana de Chicharos (12 Oz. aproximadamente)

1 Late mediana de Zahahorias

5 Papas cocidas

3 Cucharadas de Moztaza

6 Cucharadas de Mayoneza

Sal, pimienta.

Se desmenuza el pollo, se escurren los chicharos y las zanahorias, se cortan las papas en pedacitos, se agrega la moztaza, la mayonesa, la sal y pimienta y se mezcla todo junto. Se sirve en rebanadas de pan, o sobre una hoja de lechuga como complemento de un platillo.

* * *

Turron de Fresa o Plátano

1½ Taza de fresas frescas o congeladas (plátanos)

1 Taza de azucar

1 Clara de un huevo

Se ponen todos los ingredientes juntos en un recipiente y se baten hasta que esten a punto de merengue. Se recomienda usar una batidora eléctrica la cual toma de 15 a 20 minutos en velocidad máxima.

contributed by:
Froebel Bilingual Center

Food from afar:

MATCH THE MEANING TO THE WORD

Name and Pronounciation	Definition
Eg: éclair (ay-kler´)	The roe or eggs of sturgeon or other large fish, pressed, salted, and used as relish.
borsch (bohrsh)	The Italian first course of assorted relishes, smoked or pickled meat or fish, etc.
antipasto (ahn-te-pahs´toh)	A small, spiny fruit of the cucumber family used as a pickle.
goulash (goo´lahsh)	A yeast-raised cake, often flavored with rum, fruit, or fruit juices. French, Polish, or Russian.
panocha (pah-noh´chah)	A German pot roast of beef which has been marinated, then cooked with diluted vinegar, numerous spices, and vegetables.
smorgasbord (smur´gohs-bohrd´)	A Hungarian stew of beef, veal, vegetables, and seasonings.
baba (bah´bah, ba´bah)	An Oriental dish of rice boiled with raisins, spices, and meat or fowl.
gherkin (gr´kin)	A light, finger-shaped cake, usually filled with cream or custard and frosted. French.
caviar (Kav-i-ahr´, ka-vyarh´)	A candy made of brown sugar, milk, butter, and nuts.
pilau* (pi-low´; pi-law´)	Swedish appetizers, including pickled fish, salads, cheeses, celery, pickles etc.
sauerbraten (zow´er-brah-ten)	A Russian stock soup containing a variety of vegetables, especially beets. Usually served with thick, sour cream.

*Also spelled pilaw, pilaf, and pilaff.

Mrs. Clara Eisenberg, TESL teacher at Goudy School writes:

I found this list very good for teaching oral and written sentences. It also is helpful to parents of TESL children.

When we go to the store, we buy the following items by:

grapes - the pound
oranges - the pound (juice, eating)
apples - the pound, or by the dozen
eggs - the dozen
bananas - the pound
butter - the pound
lettuce - the pound
cabbage - the pound
carrots - the bunch
tomatoes - packages of 3, 6, or the pound
cherries - box, pound
strawberries - pint box, quart
milk - pint, quart, half-gallon, gallon
bread - loaf
rolls - dozen
weiners and hamburger buns - packages of 8 or 12
cheese - half pound, 1 pound, 2 pounds
cereal - box
rice - box

soup)
beans) cans
corn and all canned foods)

Thank you for sharing your ideas, Mrs. Eisenberg.

CITIES

The pictures below represent various important world cities. Match the numbers to the corresponding names.

Paris ____

London ____

Amsterdam ____

Cairo ____

Beirut ____

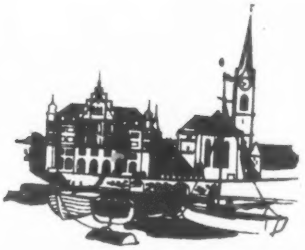
Copenhagen ____

Zurick ____

Rome ____

Calcutta ____

Glasgow ____



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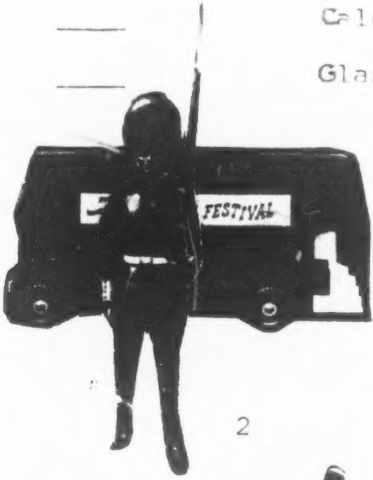

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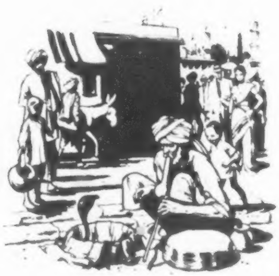

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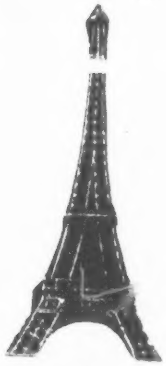

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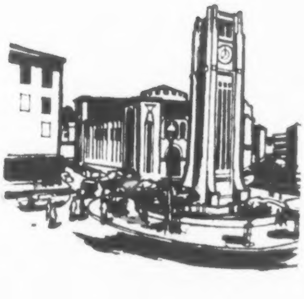

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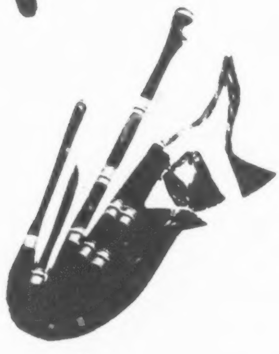

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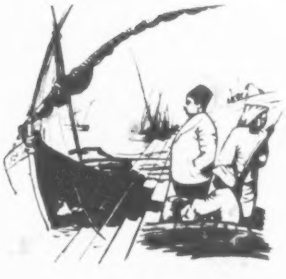

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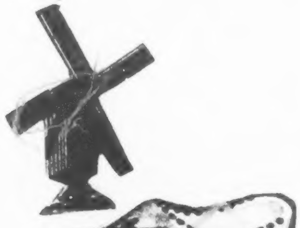

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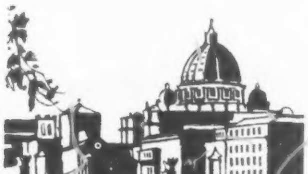

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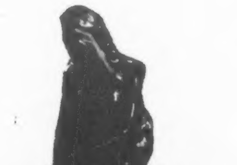


10

The Olympic Flame, carried from Greece, burned in the sacred cauldron at Sapporo, Japan from February 3-13, 1972. During the 11 days of the Olympic Winter Games, athletes from 35 nations competed for gold, silver, and bronze medals.

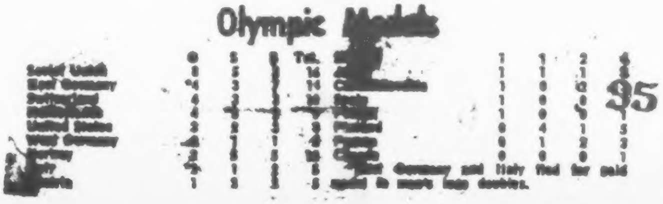
Young, healthy amateur athletes, representing the prime physical specimens of countries around the world, joined together to match muscle, wit, and talent.

The United States, which was not expected to offer much competition, came away with just one fewer than its highest medal count ever in Winter Olympics. (The Americans took nine medals at Squaw Valley in 1960.) Diane Holum and Anne Henning each won two medals; Barbara Cohran won the gold in the women's slalom; the U.S. hockey team finished in second place; and Susan Corock and Janet Lynn won bronze medals.

Names which brought honor to their respective countries include Ard Schenk, of the Netherlands; Beatrice Schuba, Austria; Vjacheslav Vedenin, Soviet Union; and Paal Tyldeun, Norway--handsome and happy people who share a beautiful world.

At the closing ceremony, Avery Brundage, the 84 year-old Chicagoan, announced the site and year for the next Winter Olympics:

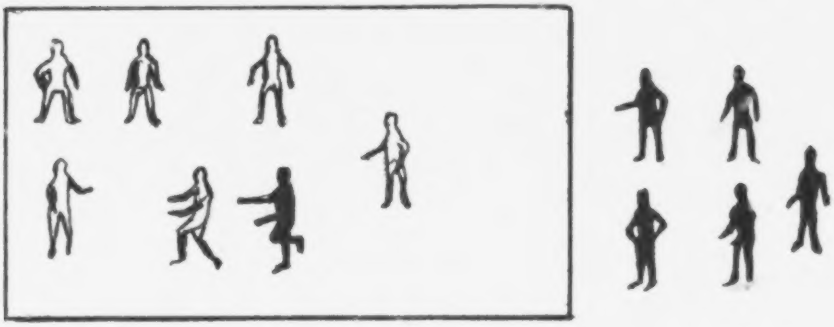
"In accordance with tradition, I call upon the youth of all countries to assemble four years from now at Denver, in the United States of America to celebrate with us the 12th Olympic Winter Games. May they display cheerfulness and concord so that the Olympic Torch will be carried on with ever-greater eagerness, courage, and honor for the good of humanity thruout the ages."



Olympic Medals

FILMED FROM BEST AVAILABLE COPY

Mondi Kale (Lame game) India



This is a flexible game which allows much room for variation according to needs. The boundary size varies according to the size of the group (one square foot for each person on team 1 is suggested) One member of team 2 enters the boundary hopping on one foot, he attempts to tag members of team 1 or to cause them to go out of the boundary. The member of team 2 must remain hopping or give up his turn so another team member can enter the boundary and try to tag team one members. If all members of team 1 have had to leave the boundary than team 2 wins. If all members of team 2 have tried to tag members of team 1, but have failed than team 1 wins. If desired, more than one member from team 2 can enter the boundary each time.

This is the way the world ends
not with a bang but a whimper.

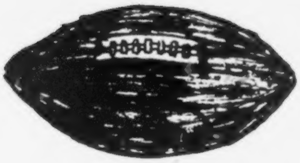
-Thomas Stearns Eliot

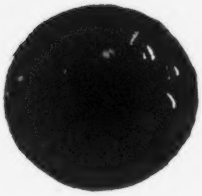
Italian Hopscotch

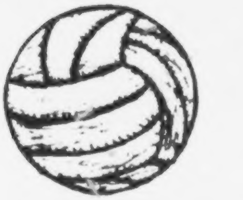
5	4
6	3
7	2
8	1

Toss stone to space one, hop to the space and kick stone to space two, now continue this process till space eight. The player than picks up the stone and hops out. A player misses if lines are touched, two feet are used or if the stone does not go to the right section.

> I would rather live in a world where my life is surrounded by mystery than live in a world so small that my mind could comprehend it.
>
> Harry Emerson Fosdick



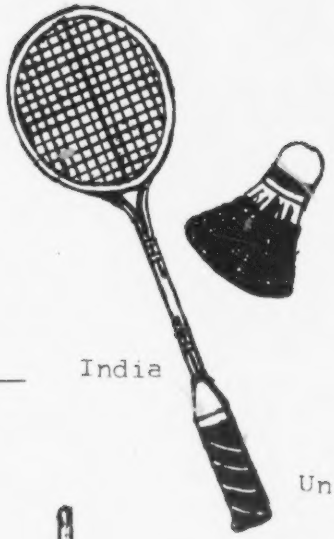


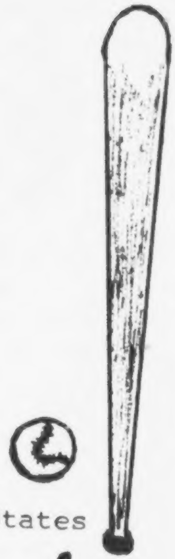


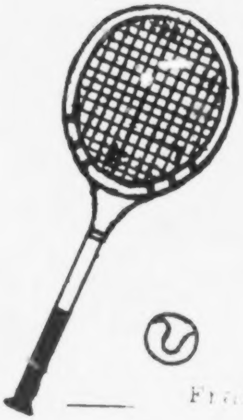
___ England

___ Egypt

___ Italy



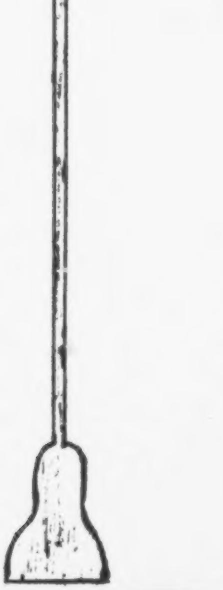


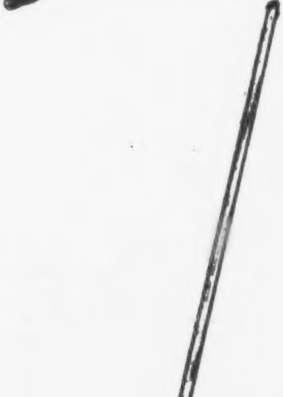


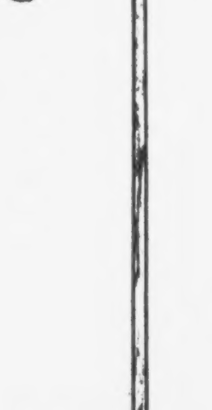
___ India

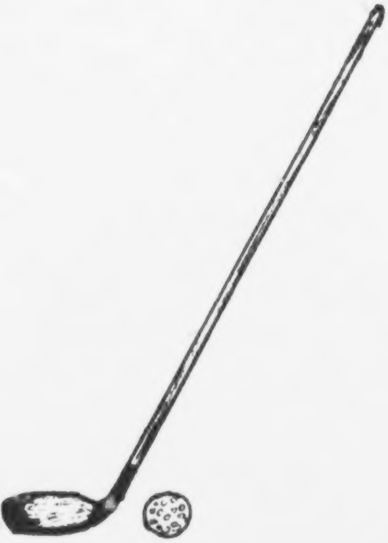
___ United States

___ France









___ Persia

___ Canada

___ North American Indian and Basque provinces

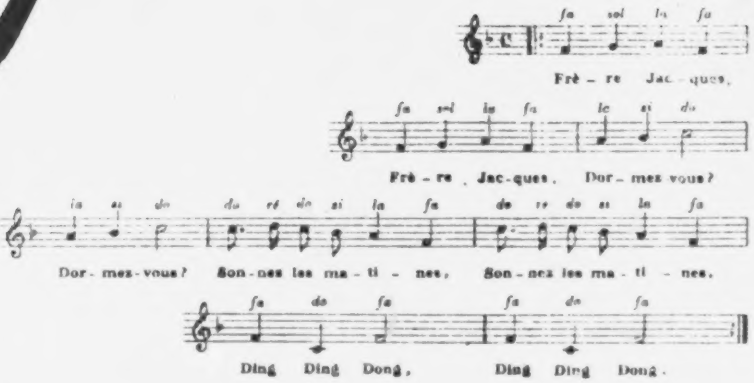
___ Scotland

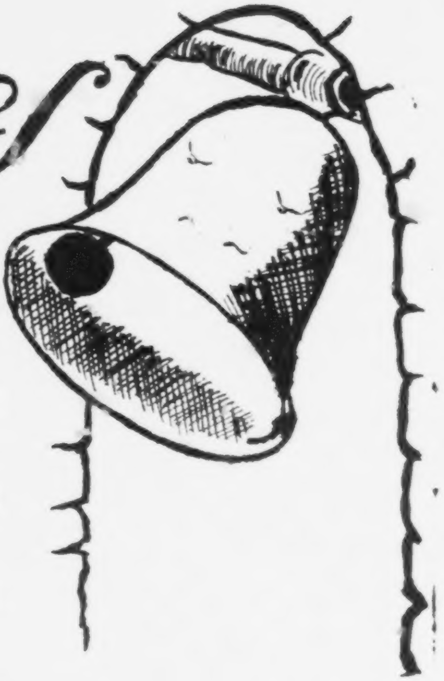
The sports we enjoy in the United States have come from many different countries. How many of these sports can you match with the equipment and country of origin?

1. Badminton
2. Baseball
3. Bowling
4. Golf
5. Ice Hockey
6. Soccer
7. Tennis
8. Football
9. LaCrosse
10. Shuffleboard

An encyclopedia may help you.

Frère Jacques


fa sol la fa
Frè - re Jac - ques,
fa sol la fa la si do
Frè - re Jac - ques, Dor - mez vous?
la si do do ré do si la fa do ré do si la fa
Dor - mez - vous? Son - nez les ma - ti - nes, Son - nez les ma - ti - nes,
fa do fa fa do fa
Ding Ding Dong, Ding Ding Dong.



FRENCH

Frère Jacques, Frère Jacques,
Dormez-vous, dormez-vous?
Sonnez les matines,
Sonnez les matines,
Ding ding dong
Ding ding dong.

ENGLISH

Are you sleeping,
Are you sleeping,
Brother John, Brother John?
Morning bells are ringing,
Morning bells are ringing,
Ding dong ding,
Ding dong ding.

SPANISH

Fray Felipe, Fray Felipe
¿Duermes tu, duermes tu?
Toca las campanas,
Toca las campanas,
Tan tan tan,
Tan tan tan.

GERMAN

Bruder Jacob, Bruder Jacob,
Schläfst du noch,
Schläfst du noch?
Hörst du nicht die Glocken
Hörst du nicht die Glocken
Bim bam bum, bim bam bum.

ITALIAN

Fra Martino, campanaro
Dorme tu, dorme tu?
Suona le campane,
Suona le campane,
Din don dan, din don dan.

POLISH

Czy ty spisz, czy ty spisz,
Bratszy Jan, Bratszy Jan?
Ronne dzwonky dzwonia,
Ronne dzwonky dzwonia,
Ding dong ding,
Ding dong ding.

MANDARIN

你在睡吧？
你在睡吧？
若翰！若翰！
晨鐘正在响呀！
晨鐘正在响呀！
叮，叮，噹！

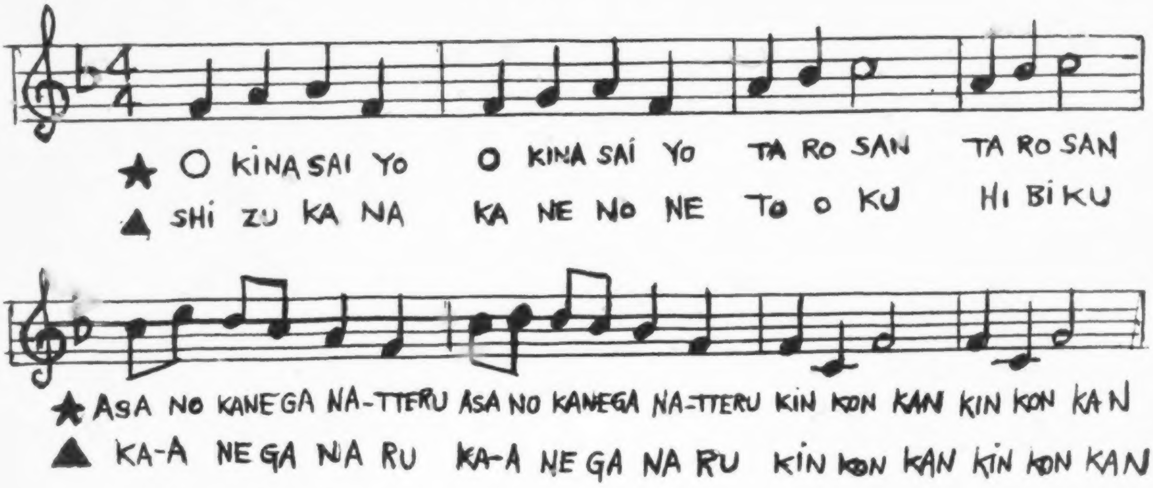
GREEK

Φίλε Γιὰννη, Φίλε Γιὰννη
Δὲν ξυπνὰς, δὲν ξυπνὰς,
Χτῦπα τὶς καμπὰνες,
Χτῦπα τὶς καμπὰνες,
Ντὰν, Ντὰν, Ντὰν.

RUSSIAN

Братик Ваня, Братик Ваня,
Дремлешь ты, Дремае ты?
Утрений Звон Слышен
Утрений Звон Слышен
Динь-Дан-Дон
Динь-Дан-Дон

JAPANESE


★ O KINA SAI YO O KINA SAI YO TA RO SAN TA RO SAN
▲ SHI ZU KA NA KA NE NO NE TO O KU HI BI KU
★ ASA NO KANEGA NA-TTERU ASA NO KANEGA NA-TTERU KIN KON KAN KIN KON KAN
▲ KA-A NEGA NA RU KA-A NEGA NA RU KIN KON KAN KIN KON KAN

THANK YOU ONE AND ALL FOR YOUR CONTRIBUTION!

Rosina Gallagher

Children's Polka

Age 8 and 9

Music: Folkraft #1187; Educational Record Sales Album 3, "Folk Dances and Singing Games."

Formation: Partners face each other; arms extended shoulder high and hands joined. The whole group forms a double circle.

Measure:
1 - 2...Partners take four sliding right
3 - 4...Four sliding steps back to place
5 - 8...Repeat 1 through 4
9...Clap own thighs, then clap hands
10...Clap partners hands in front of chest
11 -12...Repeat action of 9 and 10
13...Point right foot forward rest right elbow on left hand shake forefinger at partner 3 times
14...Repeat using other foot and hand
15...Jump four times making a quarter turn in place
16...Stamp three times beginning with right foot
...Repeat 1 through 16

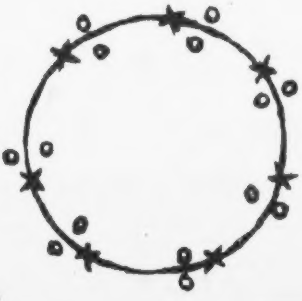
Norwegian Moutain March

Age 10 and 11

Music: Folkraft #1177 or RCA Victor Folkdance Library 45-6173

Formation: The dancers are in groups of three (see illustration) The center dancer of the trio holds his hands behind while the two dancers in back hold the center's hands with their outside hand and each other's hands with their inside hand, thus forming a triangle.

Measure:
1 - 16 Waltz Run
17 - 18 Center dancer goes under arms
19 - 20 Left dancer goes under
21 - 22 Right dancer goes under
23 - 24 Center dancer turns under his right arm to return to original triangle.



Dutch Couples - Netherlands

Age 8 and 9

Music: Burns Folk Dance, Album J-RPM 78

Formation: Partners stand back to back

This record has two rhythms one suggests the motion of a windmill while the other is like the tapping of wooden shoes.

1. During the first rhythm the children stand with their arms like windmills slowly moving their arms up and down
2. Then using a step, step, run, run, run, the boy runs around the girl
3. Then the windmill motion is repeated
4. Each girl runs around her partner
5. Windmill motion is repeated
6. Partners hold hands and swing first to right then to the left and then go under each others arms
7. Windmill motion is repeated
8. Partners leave each other with a step, step, run, run, run.

Bleking - Sweden

Age 8 and 9

Folkraft 1176

Formation: Single circle with partners facing

Bleking Step: A hop step in which the free foot is extended forward with the heel touching the floor.

Quickly change the forward foot back while hopping and extending the opposite foot.

OTHER FOLK DANCING POSSIBILITIES

Hora	Israel	Folkraft 1110B
Spinning Waltz	Finland	Imperial 1036
Troika	Russia	Folkraft 1170
Tarantella	Italy	RCA LPM 1621
Cshebogan	Hungary	Ruth Evans Folk Dance Album II 224
La Rappa	Mexico	Folkraft 1119
Kalvelis	Lithuanian	Folkraft 1418

BIRDS BIRDS ROUND THE WORLD

The smallest bird in the world is the hummingbird, a native of Cuba. This tiny bird is only about 2¼ inches long, with a wing length measuring just over an inch. A hummingbird can beat its wings about seventy-five times a second and can fly at about 50 miles per hour. The hummingbird by the way is the only bird that can turn its wings over and fly backward.

The greatest traveler of all birds is the Arctic Tern which can travel about 20,000 miles each year. Arctic Terns leave the Arctic in August, spend our winter months in Antarctica and return North by mid-June.

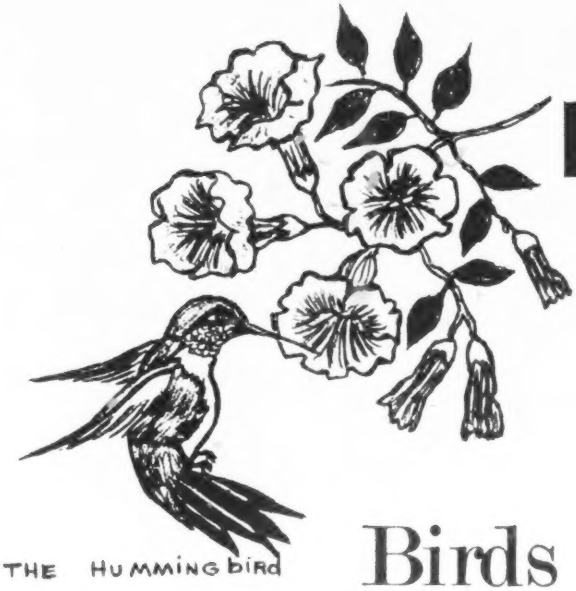
The highest flier of the birds is the Goose which has been seen flying over the Himalaya in Asia at a height of more than 29,000 feet, the highest reported for a bird in flight. A Condor in South America once collided with an airplane at 20,000 feet.

Of the smaller birds, Swifts are probably the fastest. They can achieve 170 miles per hour. Among Hawks, which as a group are of course the fastest of all sky birds, the most powerful flyer is the Falcon or a Duck Hawk. These, in their pursuit of prey, reach somewhere between 170 and 200 miles per hour.

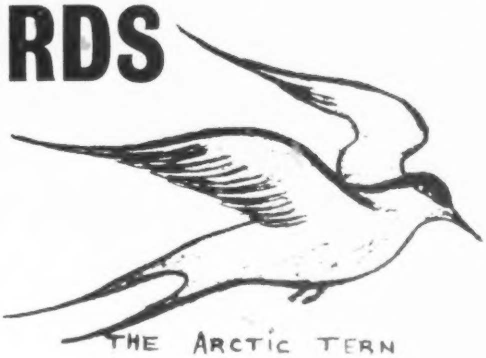
The Ostrich, is the largest and fastest living bird. It may stand nearly 8 feet tall and weigh as much as 345 pounds. It's also the only bird that has only two toes on each foot. The Ostrich can not fly, but it can run 35 miles per hour, and may run as fast as 50 miles per hour for short distances.

J.D.X

BIRDS

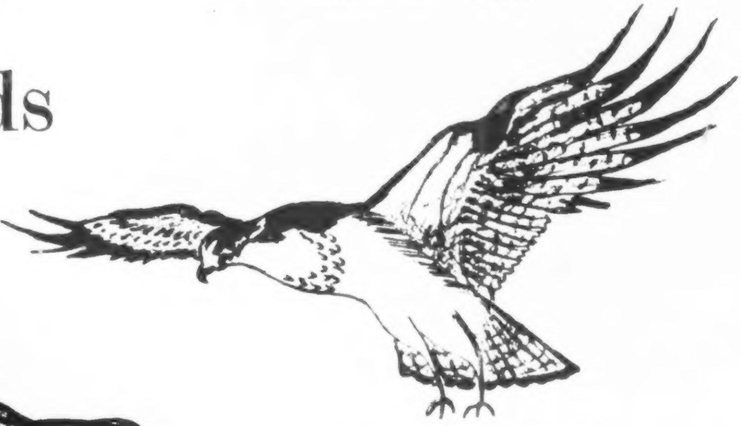


THE HUMMINGBIRD

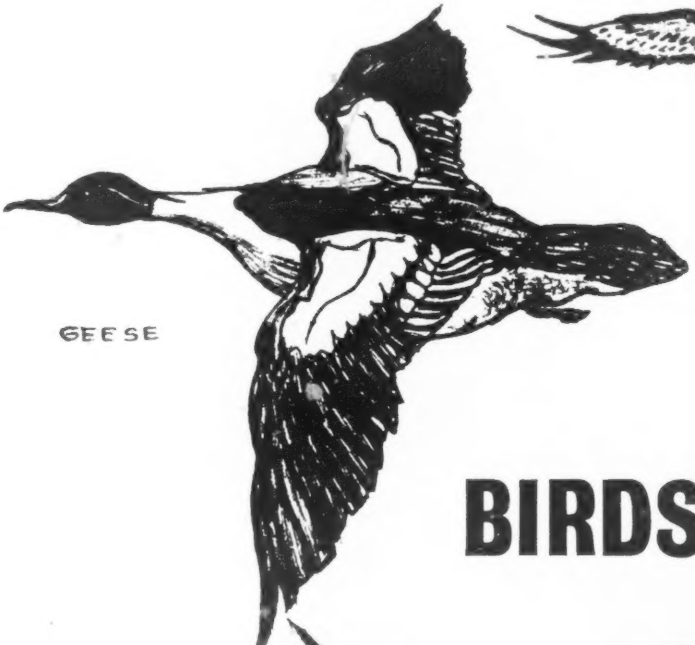


THE ARCTIC TERN

Birds

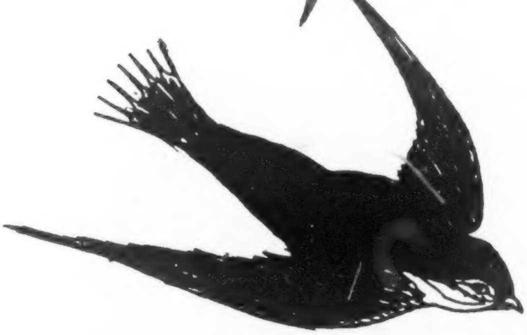


THE DUCK HAWK

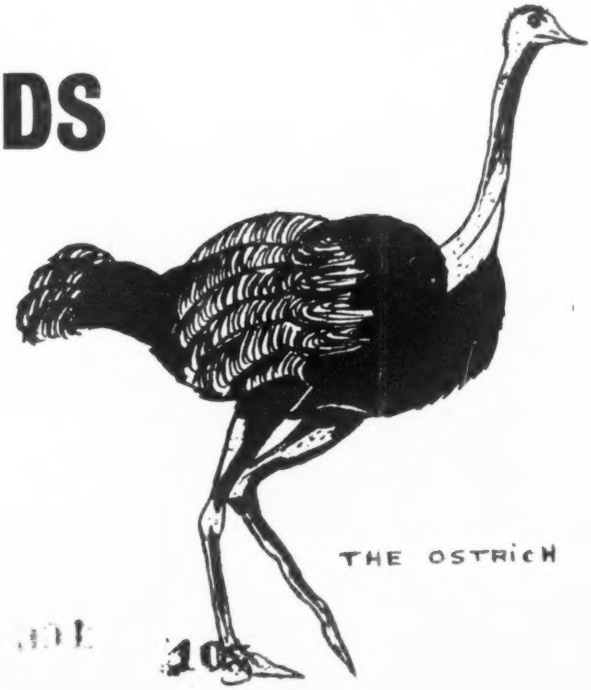


GEESE

BIRDS

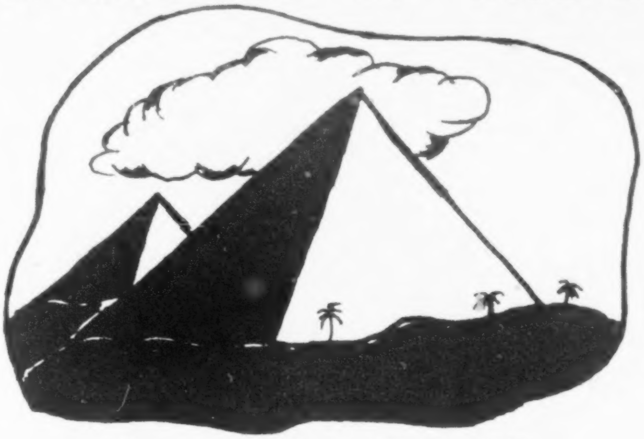


THE SWIFT

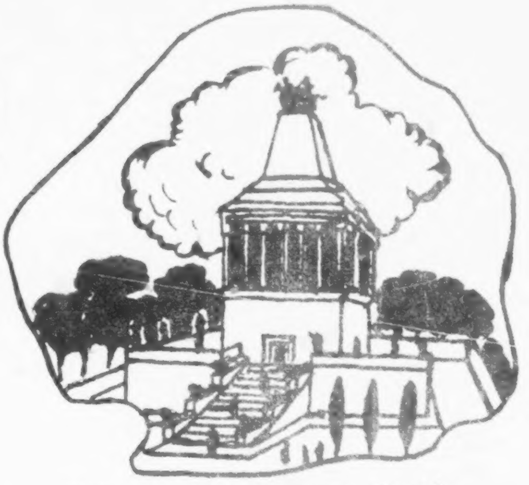


THE OSTRICH

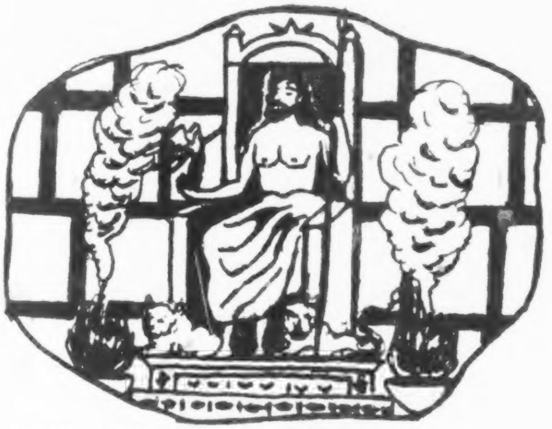
THE SEVEN WONDERS OF ANCIENT TIMES



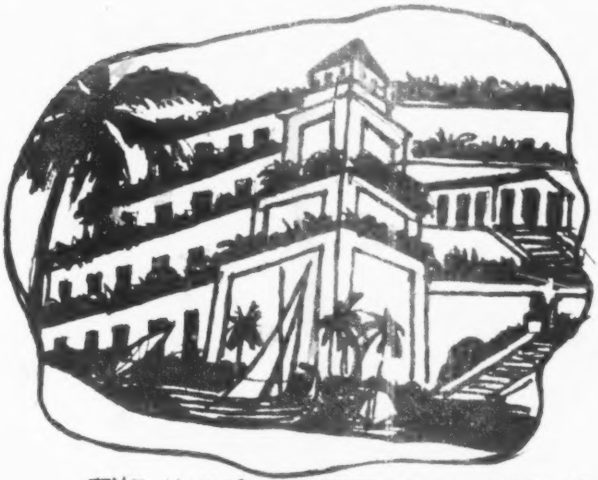
THE PYRAMIDS OF EGYPT



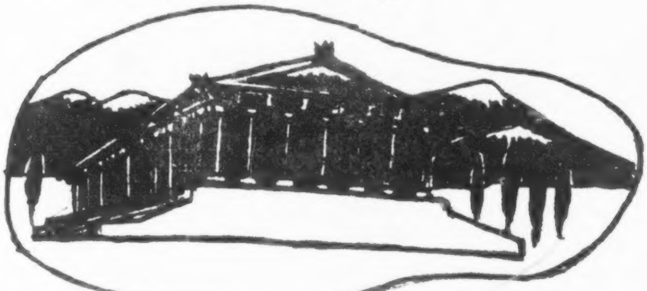
THE HALICARNASSUS TOMB



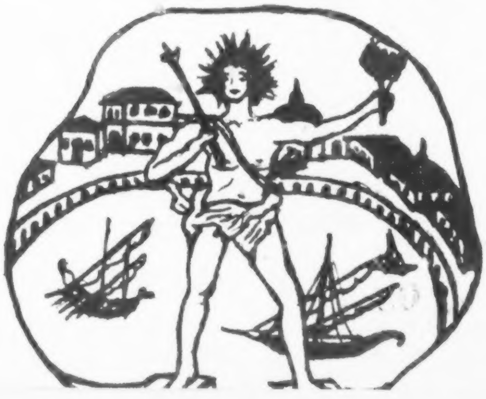
THE STATUE OF ZEUS

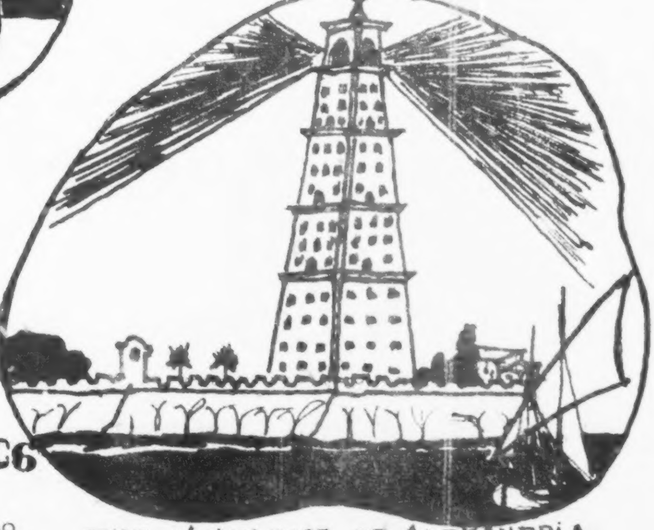


THE HANGING GARDENS OF BABYLON



THE TEMPLE OF ARTEMIS





THE LIGHTHOUSE OF ALEXANDRIA

At Giza, Egypt, stand three famous pyramids, the oldest and largest was built by King Khufu (or cheops) about 3000 B.C. This enormous monument which was a tomb was built to protect the king's body and the treasures buried with it. Is the only of the seven ancient world wonders which remains today.

This great marble tomb **at** Halicarnassus was built by Mausolus widow when he died in 353 B.C. The monument with steps of marble is surrounded by a rectangular base and on top of the monument it has a sculptured chariot group holding a protrait of the king. Centuries later the tomb was destroyed by an earthquake, but much of the chariot group were recovered.

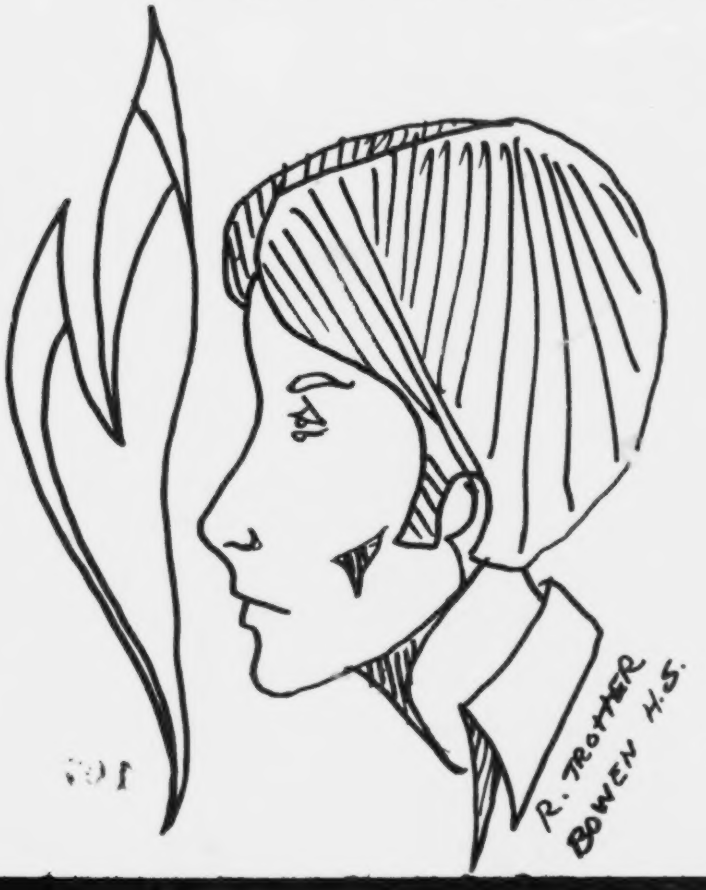
The statue of Zeus, at Olympia, in the Peloponnesus was built of marble and decorated with ivory and gold. It was made by Phidias, the most famous sculptor of antiquity in 435 B.C.

The Hanging Gardenns of Babylon were probably built for one of his wives by King Nebuchadnezzar II who ruled Babylon from 605 to 502 B.C. An account by Berosus, a Babylonian priest said that to irrigate the flower and trees, slaves worked in shifts torning screws to lift water up to the garden from the Euphrates River.

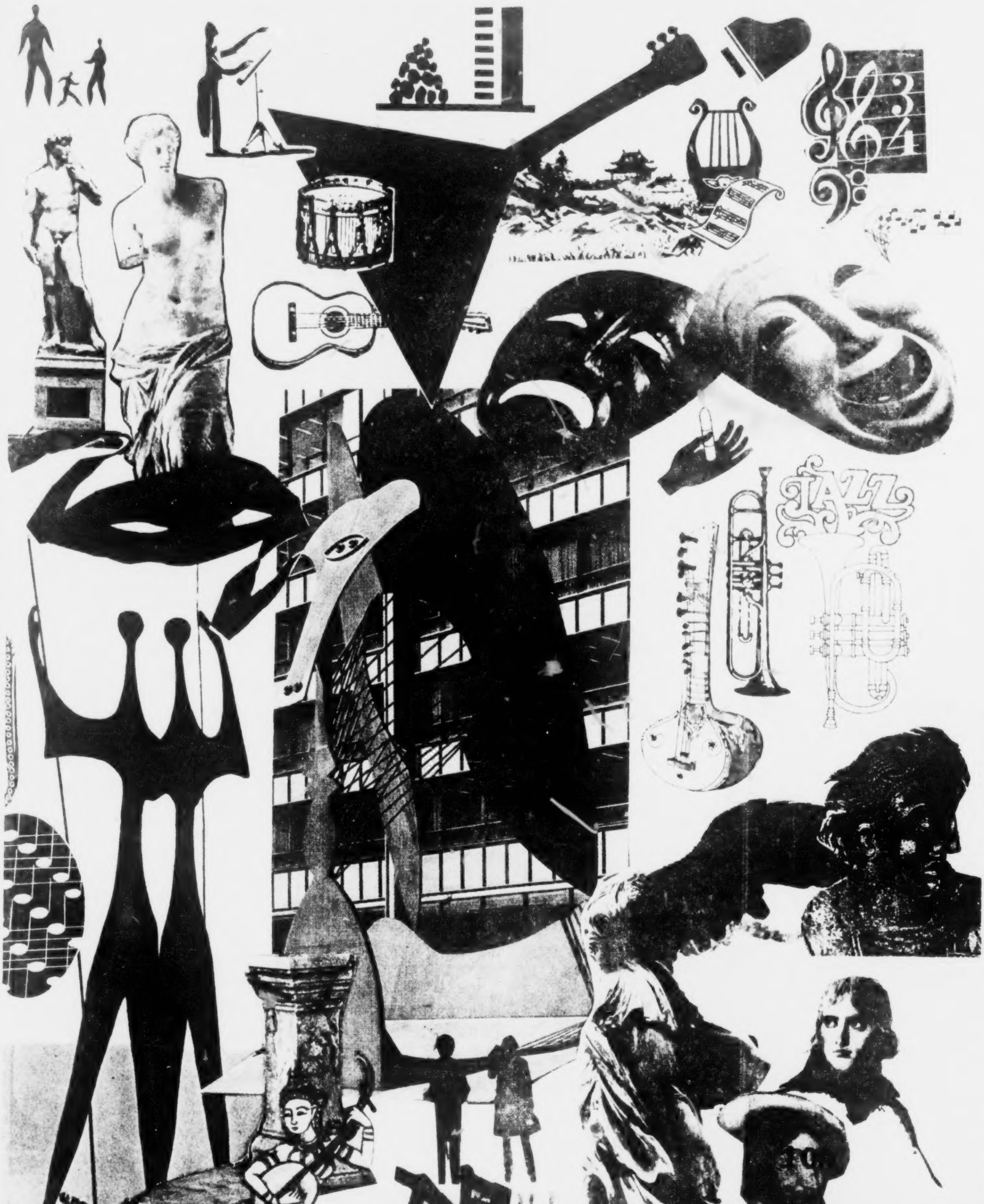
The Temple of Artemis at Ephesus, was built in 550 B.C. was dedicated to the Greek Goddness Artemis (Diana). It measured 342 feet by 164 feet and had 127 columns over 60 feet high. It was in this temple that Paul the Apostle preached against pagan workship. The temple burned down, in, 356 B.C. and another one like it was built. Today only the foundation and parts of the second temple remain.

The Colossus of Rhodes was a huge, bronze statue that stood near the harbor of Rhodes on the Aegean Sea. The statue honored the sun god Helios. It stood about 120 feet tall about as high as the statue of liberty. In 224 B.C., not long after its completion, the statue was destroyed by an earthquake. The metal was sold for scrap in A.D. 653.

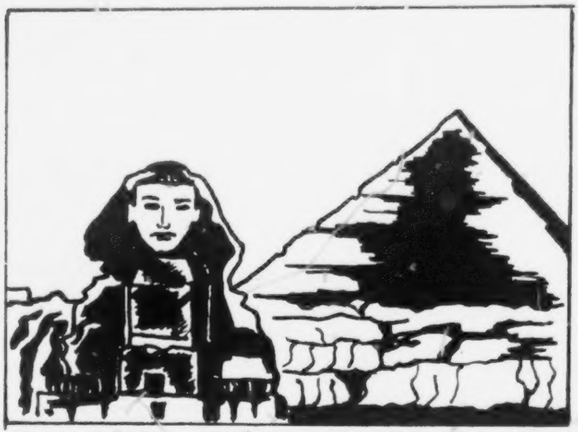
The Lighthouse of Alexandria, about 440 feet high, stood on the island of pharos in the harbor of Alexandria, Egypt. It was completed about 200 B.C. by a Greek architect named Sostratos. The most marvellous part of the lighthouse was a huge mirror which reflected the sun's rays or the fire by night — 100 miles or more to sea. The building was destroyed by earthquakes more than 1,000 years later.



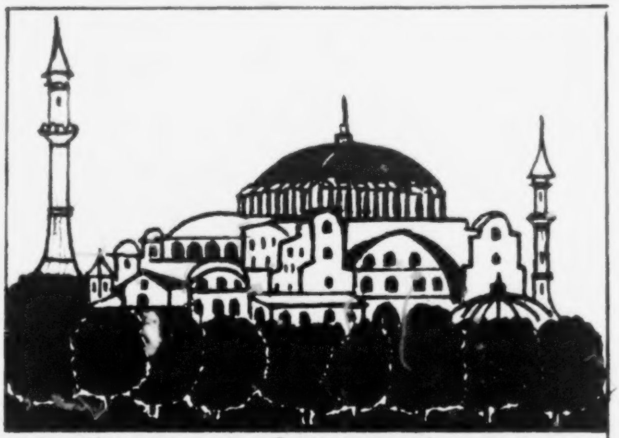
Youth symbolizes strength, united with the older and the wiser. Fire symbolizes eternity. Thus, standing together (young and old) there is an eternal union.


3
4
JAZZ

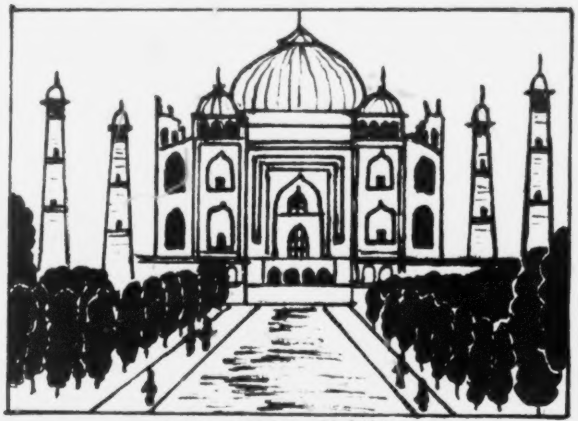
THE SEVEN
WONDERS OF THE MODERN WORLD



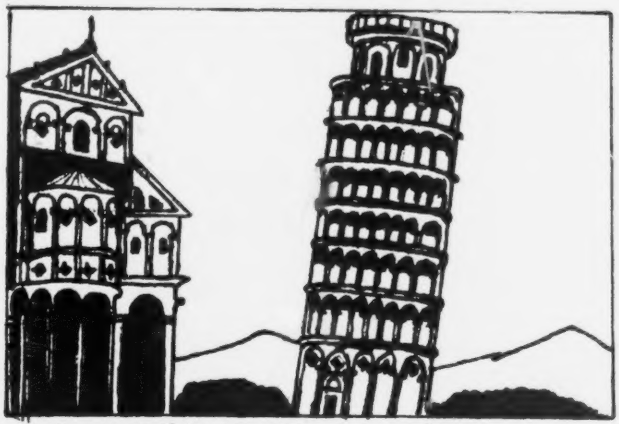
THE GREAT SPHINX OF GIZEH



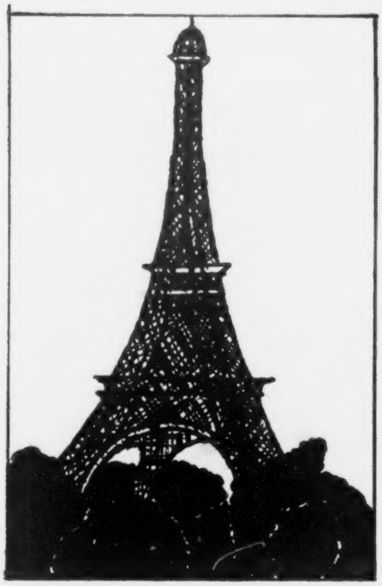
THE HAGAIA OF CONSTANTINOPLE



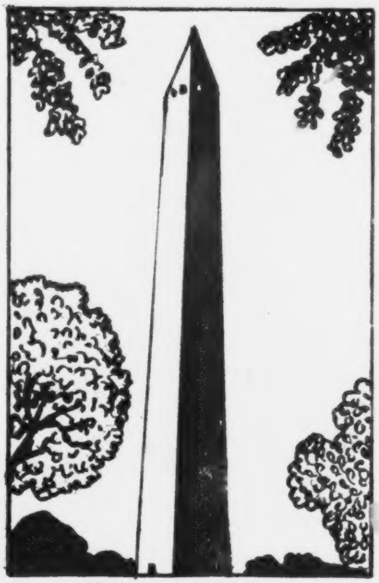
THE TAJ MAHAL



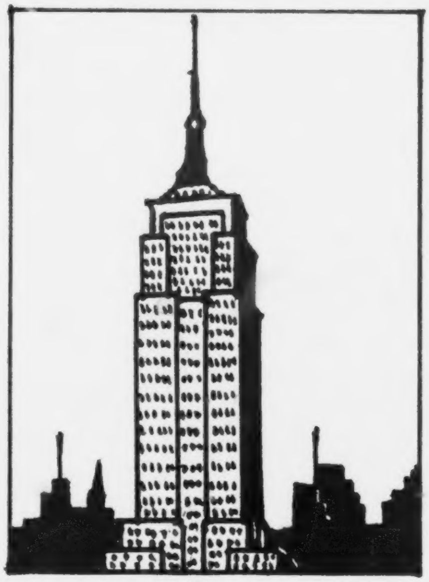
THE LEANING TOWER OF PISA



THE EIFFEL TOWER



THE WASHINGTON MONUMENT



THE EMPIRE STATE BUILDING

The Great Sphinx of Gizeh and the Pyramid of Khufu, Egypt. The Great Sphinx was built in the Third Millenium B.C. during the Fourth Dynasty, stands today as a monument to the astounding technical skill of the Ancient Egyptians. Hewn out of the natural rock, it is about 66 feet high. The sphinx, a lion's body with a man's head, is said to be a portrait of Pharaoh Khafre, builder of the second pyramid in Gizeh.

Hagia Sophia of Constantinople, Turkey, constructed by Emperor Justinian about 537-548 A.D. as a Christian church. It was converted into a Mosque after the fall of Constantinople in 1453. It is now a Byzantine Art Museum.

The Taj Mahal at Agra, India is one of the most beautiful and costly tombs in the world. The Indian ruler Shan Jahan built is in memory of his favorite wife between the years of 1632 and 1653. Her title, Mumtaz-i-Mahal, which means pride of the palace, gave the building its name. The building itself is 186 feet square. A dome covers the center part of the building. It's 70 feet in diameter and 120 feet in height. The bodies of Shah Jahan and his wife lie in a vault belos. The tomb stands in a garden, where pools reflect the building.

The Leaning Tower of Pisa, Italy, begun in 1174 and completed in 1350 as a campanile or bell tower for the adjacent cathedral. It is 179 feet in height, eight stories, and leans slightly more than 16 feet from the perpendicular.

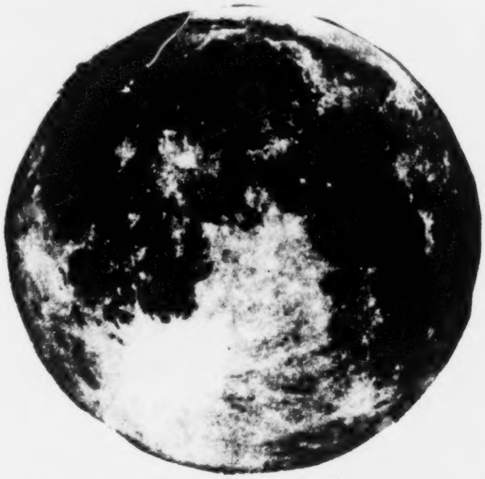
The Eiffel Tower, Paris, was designed by the French engineer Alexandre Gustave Eiffel in 1889. The tower rises to a height of 984 feet from a base 330 feet square. Elevators and stairways lead to the top where restaurants, a weather station, and spaces for experiments occupy the tower. The Eiffel Tower contains 7,000 tons of iron and steel and cost over $1 million.

The Washington Monument, Washington D.C. A marble obelisk, erected in Washington, D.C., in honor of George Washington, first president of the U.S. The 80,000 ton tapering white shaft is 55½ feet at its base and rises 555 feet 5 1/8 inches. The monument was completed on December 6, 1884, at a total cost of more than $1.5 million.

The Empire State Building, New York City, built in 1929-1931, is one of the world's highest building with 102 floors and office space for 58,000 persons. It is 1,472 feet in height including a 222 feet television tower added in 1951.

How beauteous mankind is!
O brave new world that has
such people in it!

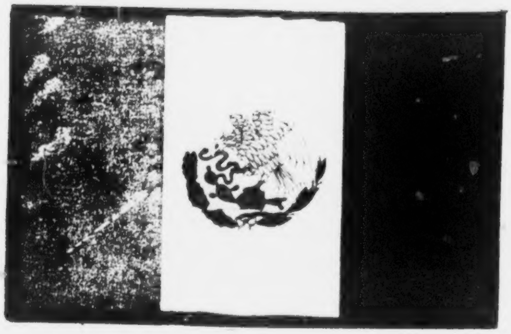
-William Shakespeare
The Tempest
Act V, Scene I

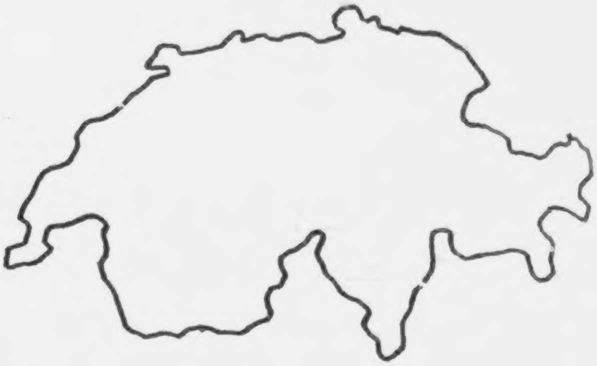


can you answer these QUESTIONS?

The Pantheon

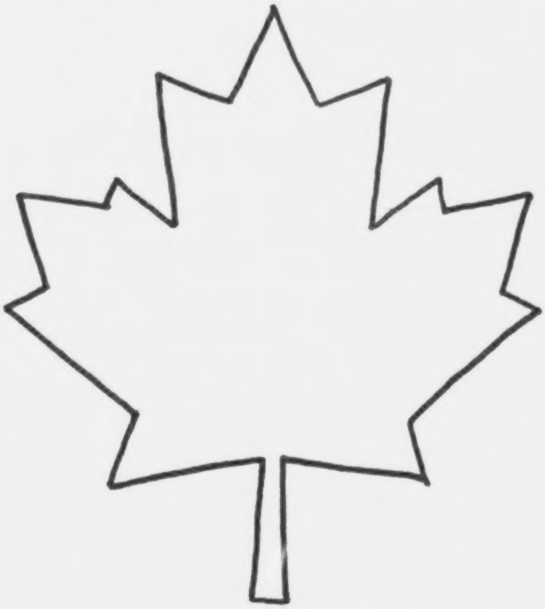
1. This is the name of an ancient monument.
   In what city would you find it?

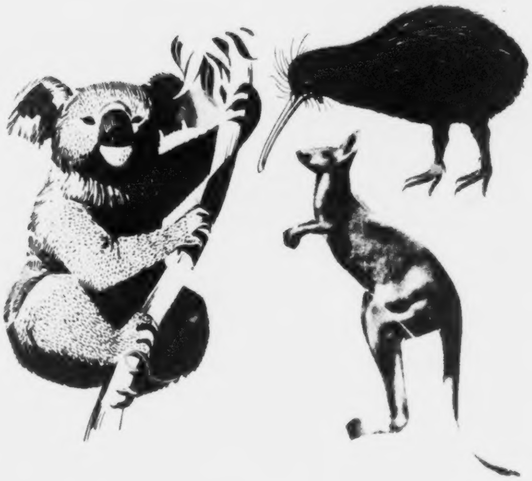




2. This is the flag of a country located to the south of the United States. What country is it?

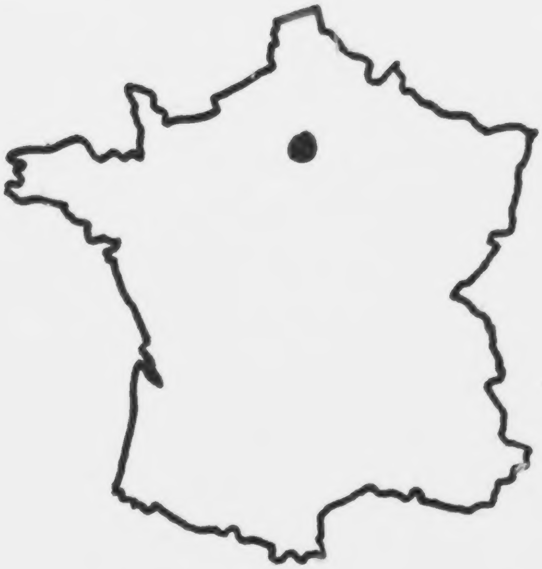
3. In this European country, four major languages are spoken. Which country is it?



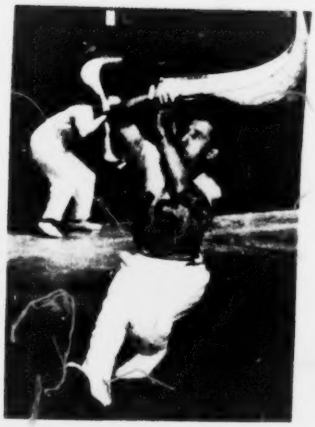


4. This leaf is the symbol of Canada. What hockey team uses this leaf for its name?

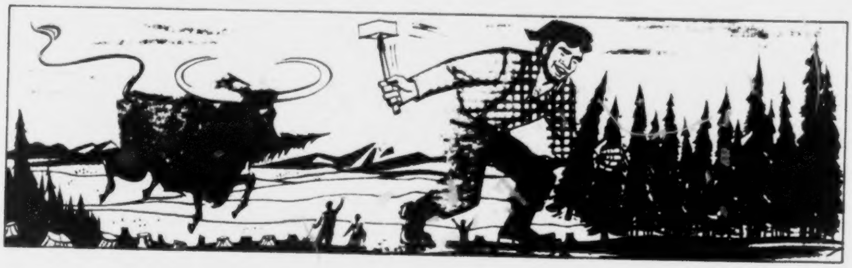
5. These animals come from the only country which is also a continent. What country is it?



6. In this city you would find the Seine, the Eiffle Tower, the Arc de Triumph and Notre Dame Cathedral. What city is it?



7. This is a game similar to hand ball, played in many Latin American countries. What is its name?



8. This is a legendary lumberjack of North American folklore. What is his name?

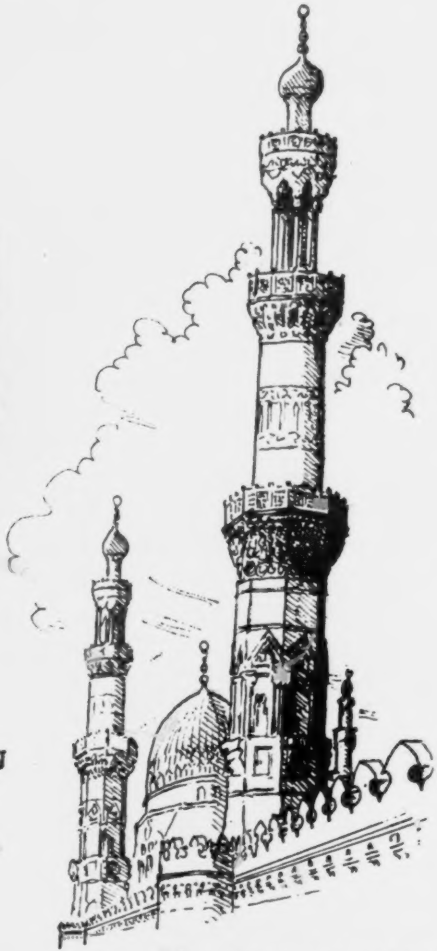
(l)

A liter is slightly larger than a quart.

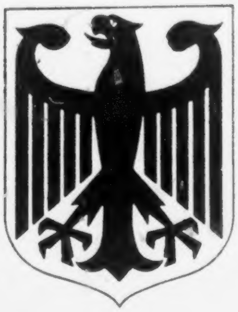
Liters	Pints	Quarts	Gallons
1	2.113	1.057	.264
.473	1	1/2	1/8
.946	2	1	1/4
3.785	8	4	1

1 liter
=
1 quart
+
.057 quart
1 liter
=
1 gal.

9. A liter is a unit of a measuring system used in many non-English speaking countries. What is the name of this system?



10. These building are located in a country famous for the Sphinx and the pyramids. What countr is it?



11. This is the emblem of the European country where the next Olympics games will be held. What country is it?

12. This man was the first signer of the Declaration of Independence. Who is he?

ECUADOR
SOUTH
BRAZIL
RICA

13. What river of South America is the largest river in the world (in terms of volume and area)? Trace its course.

Taipei

14. This is the capital-in-exile of Nationalist China. On what island is it located?

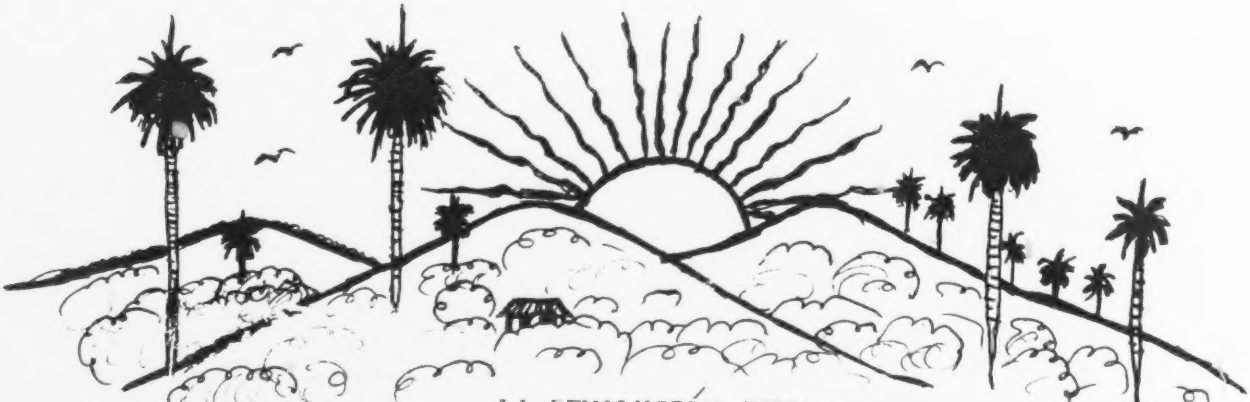
15. This building was once the palace of the King of France. Now it is a famous art museum; the Mona Lisa is displayed there. What is it?

A TESL teacher is often faced with planning lessons for diversified groups of students born in various countries outside the United States. What to teach? Why not have the students tell you about their countries. Following is a list of fifty basic questions which may be used to reinforce the four skills: listening, speaking, reading, and writing.

Fifty Basic Conversational Questions

1. Where is ____________________ (situated)?
2. What other names does ____________________ have?
3. What countries border ____________________?
4. What seas or oceans are near ____________________?
5. What is the total land area of ____________________?
6. What is the total population of ____________________?
7. What is the capital of ____________________?
8. What is the largest city in ____________________?
9. What unusual kinds of flowers are there in ____________________?
10. What unusual kinds of fruits are there in ____________________?
11. What unusual kinds of animals are there in ____________________?
12. What unusual kinds of vegetables are there in ____________________?
13. What unusual kinds of birds are there in ____________________?
14. What minerals are found in ____________________?
15. What precious gems are found in ____________________?
16. What important rivers are in ____________________?
17. What important mountains are in ____________________?
18. How many seasons are there in ____________________?
19. What is the average temperature in ____________________?
20. What are the leading exports of ____________________?
21. What are the leading imports of ____________________?
22. What is the most important crop of ____________________?

23. What colors is the flag of ____________________?
24. What is the name of the national anthem of ____________________?
25. What kinds of money are used in _______________?
26. What kinds of transportation are used in ______________________?
27. What language do the people speak in ______________________?
28. How many letters are in the alphabet ___________?
29. Do many of the people speak English? ___________
30. Which is a more difficult language, English or ________________?
31. How do you say "Thank you" in __________________?
32. Can you read and write? _____________
33. In what other countries do people speak _________________?
34. How many years must every child go to school? ___________
35. Do students wear uniforms in _________________?
36. What subjects are taught in __________________?
37. What special school activities are there in ____________?
38. How many universities are there in ___________?
39. What is the major religion in ________________?
40. What products do tourists usually buy in _______________?
41. What special holidays are there in ___________?
42. What sports are popular in ___________________?
43. What kinds of clothes do the people wear in ___________?
44. What kinds of food do the people eat in _______________?
45. What kinds of houses do the people build in ________________?
46. What is the average size of a family in _______________?
47. What is the average income in _________________?
48. In what ways is ___________________ different from the United States?
49. In what ways is ___________________ similar to the United States?
50. What are the most important events in a person's life in ___________?



LA REVOLUCIÓN CUBANA

En efecto, ha habido tres períodos revolucionarios en Cuba: El primero iniciado el 10 de Octubre de 1868, cuando Carlos Manuel de Céspedes se alzó contra el gobierno español, proclamando al mismo tiempo, la Abolición de la Esclavitud.

La segunda guerra fue consecuencia del Partido Revolucionario Cubano, encabezado por José Martí, cuyo ideal era lograr el bien de todos, asegurar la paz, el trabajo y la felicidad de los habitantes de la Isla.

José Martí, que comenzó la lucha el 24 de Febrero de 1895, después de firmar el Manifiesto de Monte Cristo, murío en Mayo del mismo año en "Dos Ríos".

Sesenta y dos años más tarde "aparentemente" una nueva Revolución encabezada por Fidel Castro, quizo repetir la misma hazaña de José Martí, para según él, liberar al pueblo cubano de la dictadura del General Fulgencio Batista, al igual que el del gobierno del General Gerardo Machado, de funestas consecuencias para un pueblo que ya estaba deseoso de felicidad y de paz, y así con esas promesas se presento Fidel Castro el primero de Enero de 1960, en la ciudad de La Habana capital de la República de Cuba.

Puede decirse que en esos momentos la casi totalidad del Pueblo Cubano estaba con Castro, que supo con esa facilidad de palabra envolver y engañar al pueblo cubano ponderando todos las maravillas y dichas y felicidad que él tenía para su propio pueblo, que después en tan poco tiempo traicionó.

Yo puedo hablar poco del actual gobierno cubano pues tuve que salir a la edad de ocho años y medio para este país que a miles de cubanos ha cobijado ya que en el nuestro no se podía vivir, sobre todo los niños a los que se le enseñaba y obligaba a defender su gobierno, contra todos, aún contra los mismos que nos dieron el ser.

Tuve, como digo anteriormente qué dejar a mi Patria, a mis padres y hermana, donde ya en ese año de mil novencientos sensenta y dos se apreciaba la carestía de todo, sobre todo de la alimentación, etc., yo tuve que hacer muchas colas para comparar lo que nos pertenecía por medio de una libreta que daban al núcleo familiar, y mi madre muchas veces se tuvo que parar en una bodega, desde las tres de la madrugada para de esa forma consequir algo

Recuerdo que en los discursos que él decia por televisión hablaba sobre el derecho del campesino; a las tierras, ¿que tierras si el desde el primer momento se las quitó? También él decía armas ¿para que?, y más adelante cuando ya el pueblo cubano no podía moverse ni resolver nada porque esas mismas armas y otras recibidas de países aliados como Rusia las había repartido a sus secuaces, fue que en el discurso del 26 de Julio de 1961, en la llamada Plaza Pública dijo: "Hoy este gobierno yo lo proclamo comunista marxista, Leninista", y ya nada pudo hacer ese pueblo que tan vilmente él traicionó. Con su astucia y maldad fue adueñandose de todo y hoy ya no queda un solo cubano que tenga nada de su propiedad, todo pertenece al gobierno, sólo hay hambre, donde él prometió abundancia, y rencor donde él prometió amor.

Este es el actual momento caótico de Cuba, donde sólo viven un poquito mejor los que le secundan y viven como muñecos de cuerdas haciendo su voluntad.

Es doloroso y bien triste que mi Patria que era reconocida como una de las primeras de la America Latina, por su cultura, en general su educación y sobre todo por su suelo tan fecundo, esté atravesando por el más triste momento, y todavía él tiene valor de decir:

"Esta revolución sera un ejemplo para las Americas", y yo digo: Pobre y Funesto ejemplo!

Yo opino también que todo cubano que ha sido acogido en este país (los Estados Unidos) y que disfrutamos de libertad bienestar, poder estudiar, trabajar y en fin vivir bien debemos estar eternamente agradecidos por haber podido salir de ese infierno al que Castro llama "comunismo" pero que creo que es un gobierno particular de él sin todavia poderlo definir.

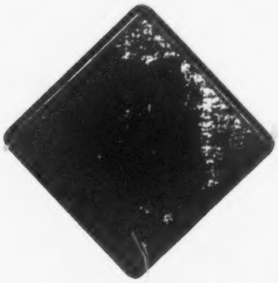
José Martí dijo: "Libertad es el derecho que tiene todo hombre a ser honrado y a pensar y hablar sin hipocresía", y yo como tal, me expreso, con toda sinceridad y sobre todo con la verdad.

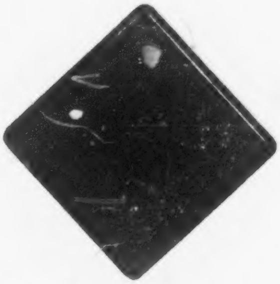
Quizás algún día Cuba pueda llamarse de nuevo "LIBRE Y SOBERANA", y esta vez sí que Castro no podra decir:

"La Historia me Absolverá".

Carlos Alberto Gomez

Estudiante de Lake View High School





ANAGRAMS

Unscramble the letters to make names of countries and states of North America.

TSESAT DUENTI
Our nation
☐ ☐ ○ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

ANACDA
Northern neighbor
○ ☐ ☐ ☐ ☐ ☐

XECMIO
Southern neighbor
☐ ☐ ☐ ☐ ○ ☐

SKALAA
Our coldest state
☐ ☐ ○ ☐ ☐ ☐

YKOR WNE
Largest city in U.S.
☐ ☐ ☐ ☐ ☐ ○ ☐ ☐

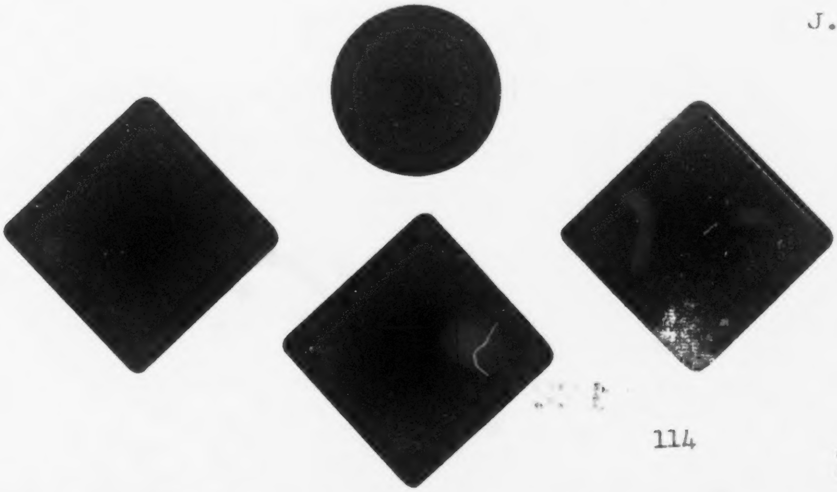
CNGTWSAIHNOD
Our capital city
☐ ☐ ☐ ☐ ☐ ☐ ○ ☐ ☐ ☐ ☐ ☐

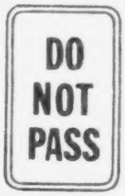
IWAHIA
Our fiftieth state
○ ☐ ☐ ☐ ☐ ☐

○ ○ ○ ○ ○ ○ ○

Use the letters in the circles to find the name of the city in which we live.

by:
J.N. Thorp Elem. School





Bilingual Education

by

Carmen Velasquez

Edwin Cudecki

Until recently, a multilingual nation such as the United states has not encouraged bilingual education for various reasons: the notion that speaking two languages retards progress in English, the clash between two different sets of cultural values, the melting pot concept, and the attitude of superiority within ethnocentric groups of native speakers of English. Tied in with these reasons for a lack of bilingual programs is the low socioeconomic status of ethnic groups and an economy which is geared to the majority group of native English speakers.

In order to provide equal educational opportunities for all linguistic segments of a multilingual society, the concept of bilingual education needs to include within its framework a flexible and evolutionary interpretation based on the particular needs and aspirations of a particular linguistic community. In his article, "Approaches to Bilingualism: Recognition of a Multilingual Society," Manuel T. Pacheco cites a study by Fishman and Lovas which proposes that bilingual education programs base their education programs base their educational goals on realistic societal information. Four types of programs, each with different objectives to correspond to the community's functional needs, are described as follows:

1. The transitional bilingualism program uses the students' native language in the early grades to the extent necessary to allow pupils to adjust to school or to master subject matter until skills in English have been developed to allow using it as the language of instruction.

2. Monoliterate bilingualism programs indicate goals of development in both languages for the audiolingual skills but do not concern themselves with the reading and writing skills in the native language. Such programs emphasize the development of fluency in the students' native language as a link between home and school. Programs for American Indians often fall into this category, since often there is no body of written material for the child to learn in his native language.

3. Partial bilingualism programs seek fluency and literacy in both languages, but literacy in the native tongue is restricted to subject matter related to the ethnic group and its cultural heritage. In such programs, skills in the native language are commonly developed in the social studies, literature, and the arts, while mathematics and science are restricted to English. Language and cultural maintenance are included as objectives in such programs.

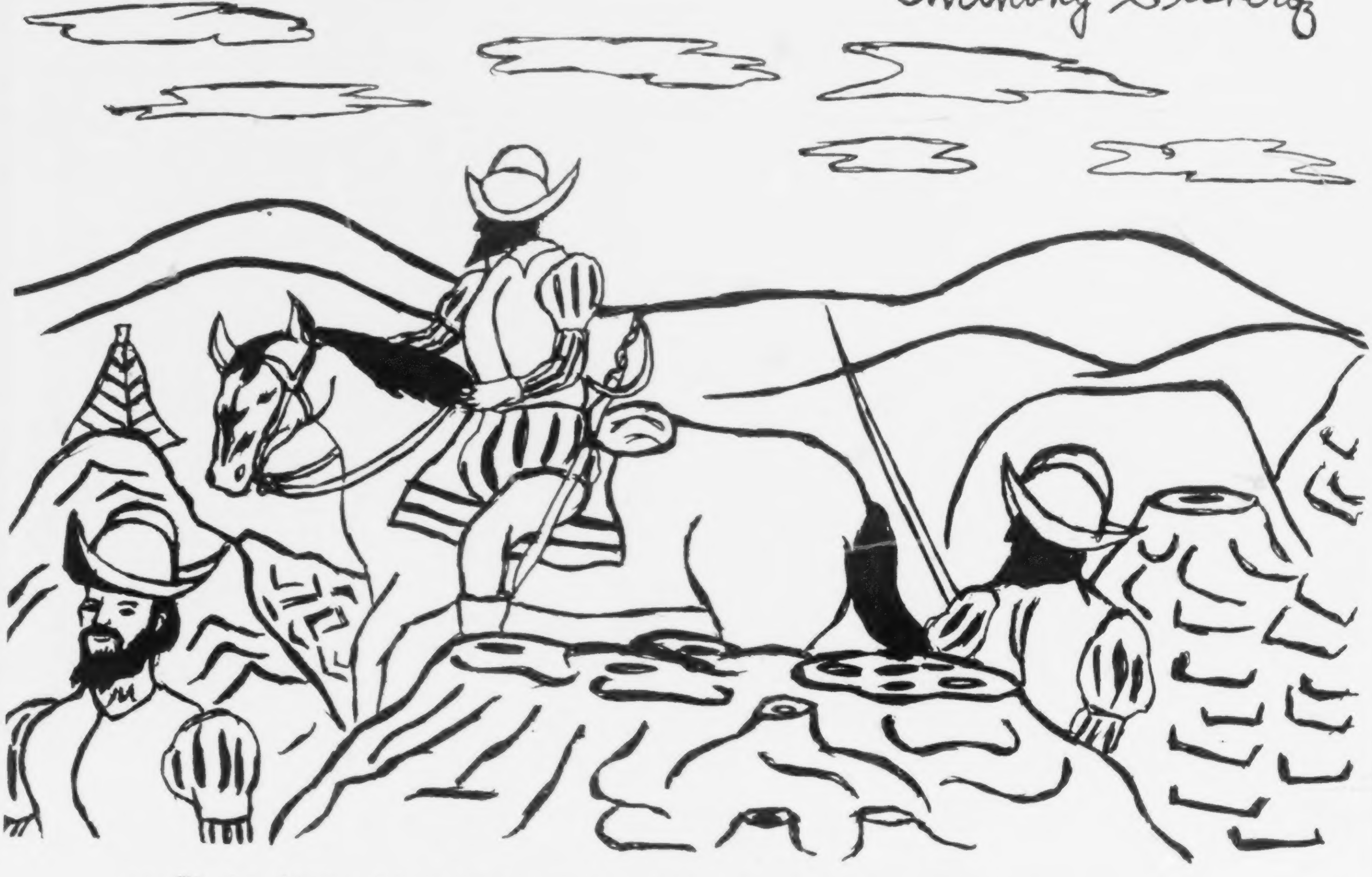
4. Full bilingualism programs propose that students develop skills in both languages in all domains. In such programs, both languages are ordinarily used for instruction in all subjects. This kind of program is directed at language maintenance and development of the minority language.

If we accept the close relationship between bilingual education and societal needs, it would seem to follow that the concept of bilingualism is a relative and not an absolute concept. To further clarify this point, bilingualism may be relative to the needs of a linguistic group at a particular point in its development and is certainly relative in terms of the time line of the entire educational process. This process may include, as part of an expanded definition of bilingual education, the training of bilingual-bicultural persons who participate in such programs the integration of the study of the history and culture of the target group into the regular curriculum, the preparation and development of proper materials for such programs, and, most importantly, the assurance that children in the target group will no longer experience frustration, lack of educational growth, and failure. Each aspect of the total program must be success-oriented for the target group and should present alternate approaches and the possibility of terminating the process when the particular needs of the linguistic group have been met.

Considering all the admitted difficulties in implementing bilingual education programs, it must be realized that realistic time lines must also be set for specific objectives within each of the components of a program. For example, the objectives of the instructional component of the bilingual education program may not be met until objectives for the instructional personnel component have been met. Longer periods of inservice training, or differentiated staffing, or greater use of trained teacher aides who are bilingual and bicultural, may be viewed as options on the time line before any serious attempt can be made to reach the objectives of the insturctional component, Similarly, a realistic appraisal must be made of the time line required for development of skills in one or both of the languages of a bilingual program before subject matter instruction may be given in a second language to a particular target group. Such an appraisal must also include the age factor of the children in a bilingual program, since it is reasonable to assume that the older the child is, the longer will be the period of time required for skill development in a second language. Bilingual and bicultural programs geared to the acceleration of language learning in the younger child may be the best means to reduce the frustration and failure of minority children and to bring to a multilingual nation a deeper appreciation of the richness of its ethnic heritage. Such goals by their vary nature can only be met with the involvement of the total community in the planning, development, and implementation of a new approach to education for children. Acceptance of such programs by the community -- in fact, a leadership role for members of the community -- must be viewed as a necessary ingredient for the success of bilingual education programs.

FROM PHIL SHERIDAN

Anthony Sisnerz



...It is disturbing to have lost the feeling of belonging to one reassuring community, to New England, or to the United States, or to Western Civilization... But it is exciting and inspiring to be among the first to hail and accept the only fraternal community that finally can be valid - that painfully emerging unity of those who live on the one inhabited star.

-Thornton Wilder

Chicago's State and Federal Bilingual Centers

"We have a lot of fun."

"I've learned so much this year!"

"After a year in the Center, I feel so happy;
I can speak English very well."

These reactions are indicative of the comments expressed by the students participating in the six federal funded (Title VII) and ten state funded bilingual centers.

The first bilingual program in Chicago was initiated in 1968 at Lafayette School, under the direction of Miss Natalie Picchiotti. The following year, a proposal was submitted for Title VII funding and during the three years of operation, bilingual centers have been established at the following locations:

1. Froebel Branch of Harrison H.S.
2. Goudy School
3. Hawthorne School
4. Jirka School
5. Komensky School
6. Juan Morel Campos (formerly Lafayette)

Title VII of the Elementary and Secondary Education Act is designed to meet the special educational needs of children who have limited English-speaking ability because they come from areas where the dominant language is one other than English. Although Title VII affirms the primary importance of English, it also recognizes that the improvement of a child's native language and the development of a positive self-image will benefit his total education.

The amount of Title VII monies appropriated for Chicago public schools during 1971-1972 is $220,000.

communication skills in English.

The methods of instruction differ from class to class and from center to center; many innovative approaches are being field tested. All centers provide for curriculum, staff, and community development. Bilingual education makes many contributions to the total curriculum. It creates an awareness of people and their needs, a curriculum that relates to various groups, schools that are relevant to community life, and educational growth and fulfillment for students and their parents. Bilingual education is not a panacea for what ails non-English-speaking persons; but it is substantive force in the struggle for equal and quality education.

Non-English-speaking children are not the only ones who stand to profit from such a program. English-speaking children who are fortunate enough to live in a community in which another language is spoken have an unusual opportunity to learn this language. At the same time, they also may become sensitive to another culture and therefore be better able to understand and interact with the different people around them.

The Bilingual Education Program thus far has alleviated a critical need of the Chicago Public School System and, at the same time, it has made a significant impact on the Latin-American community as a whole. It is hoped that the program will be expanded and strengthened in the coming years.

CENTROS BILINGÜES

BILINGUAL CENTER

Bilingual teachers, students, and community persons from Wm. K. Sullivan, Froebel, Bowen, and Lake View.

A city-wide advisory council provided the impetus, and community persons, together with district, area, and central office staff, were successful in seeking and obtaining state funds for bilingual education through passage of a special bill, House Bill #3378, signed July 10, 1970 and implemented in November 1970.

During 1970-1971, bilingual programs were initiated at five sites:

1. Lake View High School
2. Lowell Elementary School
3. Nash Elementary School
4. P. Sheridan Elementary School
5. W. K. Sullivan Elementary School

During 1971-1972 the money appropriated for the state programs was increased from $200,000 to $475,000 and the number of schools served was expanded from five to ten.

The schools added this year are:

1. Agassiz Elementary School
2. Bowen High School
3. Burns Elementary School
4. Cooper Primary and Intermediate School
5. Cooper Upper Grade Center

State bilingual programs have been implemented in two high schools, two elementary schools in transition from monolingual to bilingual student bodies, and six elementary schools heavily impacted with students whose first language is other than English.

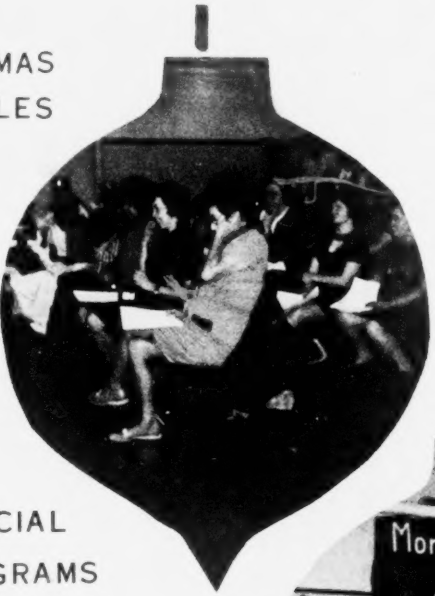
Looking at the total picture, three centers are located in Area A; six in Area B; and seven in Area C. The local school administrator is responsible for the implementation of the program which is determined in cooperation with parent and community groups. and it is designed to improve the pupils' performances in all subject areas by using both the native language and English. All efforts are directed toward maintaining growth in content and concept learning in the native language while developing

The kindergarten children at the Jirka School 1420 W. 17th St. enjoying their science class.

Fish
logs
bridge
smoke
cabin

The 5th graders from the Jirka School Bilingual Center are busy preparing a math bulletin board. From left to right are Emilio D. Herrero, Miguel Gonzalez, Guadalupe Mendoza, Marlen Torres Maribel Manoquin, Norma Candanoza and Herminia Gamboa.

PROGRAMAS ESPECIALES



SPECIAL PROGRAMS

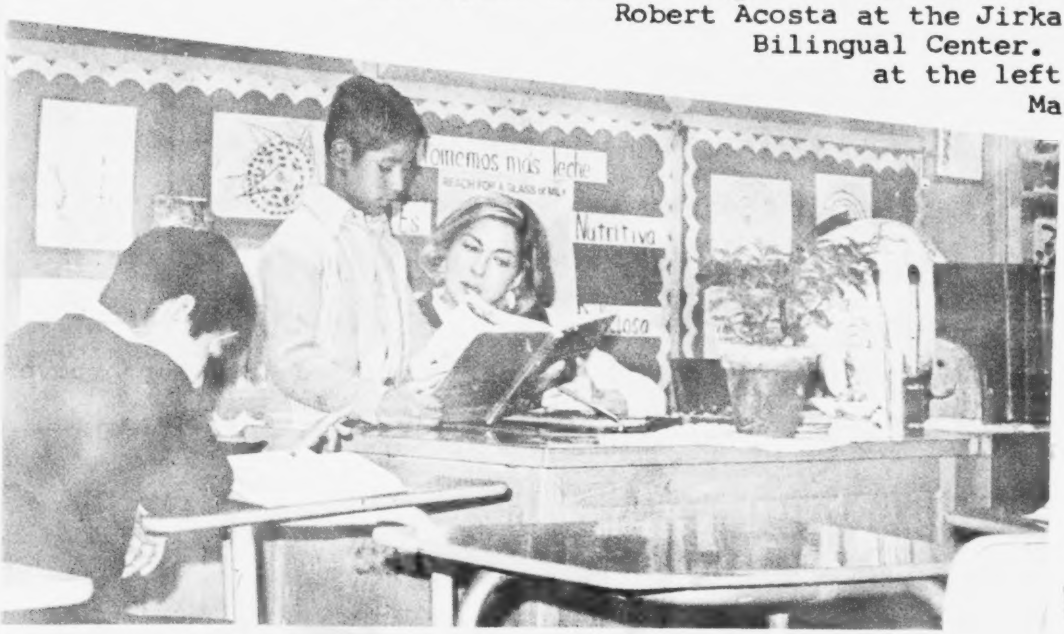
Morel Campos
Center

e principal of P. Sheridan helps a
ild break the piñata.

Centro Bilingüe Morel Campos presentó su
ograma tradicional Navideño el 22 de diciembre
1971. Los padres de familia, los representantes
la Junta de Educacion, el cuerpo de profesores y
dos los alumnos quedaron muy bien impresionados con
programa. Entre los numeros sobresalientes de
s diversas clases figuraron las presentaciones de
stumbres navideñas en paises latinoamericanos los
iles folklóricos, los corales y los villancicos.

* * *

Mrs. Nydia Gonzalez explains the Science lesson to Robert Acosta at the Jirka School Bilingual Center. Sitting at the left is Manuel Acevedo.



HIGH SCHOOL BILINGUAL WORK-STUDY PROJECT

Program Description

The high school bilingual work-study project, initiated Feb. 1, 1972, involves twelve bilingual high school students, two from each of six high schools with large concentrations of non-English speaking students: Bowen High School, Froebel, Branch of Harrison High School, Lake View High School, Tuley High School, Waller High School, and Wells High School. Participating students work in the Department of Government Funded Programs three days a week, Tuesday through Thursday, 1:30-4:30 p.m. Friday sessions are spent visiting various colleges and universities, bilingual centers, and places of business where students can learn about potential job opportunities. School administrators, bilingual teachers, TESL teachers, and members of central office staff work cooperatively in developing the Friday activities. Attempts are made to vary experiences and to make the activities as worthwhile as possible for the participating students. Responsibilities for organizing the scheduled visits change on a rotating basis.

This project features an independent work approach. The philosophy generated is that young adults are capable of producing positive results if given proper incentive. In the program, participants are responsible for establishing their own priorities and for implementing the special projects they, as individuals or members of a group, determine. Direction is offered in a supportive manner, since the students are responsible for their activities and actions.

Students are paid by NYC (Neighborhood Youth Corps) according to the regular pay scale of $1.60 an hour plus 60 cents daily for carfare; they work a total of 12 hours per week. Factors considered by the local schools when selecting students were ability, financial need, and programming feasibility.

Evaluation will be based on informal observations and anecdotal records made by the supervisors, plus daily self-appraisal logs kept by the student participants.

If this exemplary program is successful, it is anticipated that the program would be expanded in 1972-73 to include a greater number of schools and participating students.

Goals

Desired outcomes of the bilingual work-study program are that participating students will--

- better understand the value of bilingual education
- increase their levels of aspiration and improve their self-images
- broaden their horizons by becoming aware of potential opportunities and occupations available to them
- improve their organizational and leadership skills
- demonstrate their ability to get along with co-workers and supervisors in independent and cooperative work experiences
- increase their personal economic situations through job experience
- motivate themselves to positive action
- determine realistic goals of what can and should be accomplished in a flexible work situation
- accomplish work tasks which will benefit the bilingual program
- initiate projects which will benefit the community.

Desired program outcomes are--

- improved **communication** within and among the various high school bilingual centers
- growth in interpersonal relationships and self-directed activities involving the student participants
- innovative projects and work activities which will benefit the school system, the community, the bilingual centers, and the participants involved.

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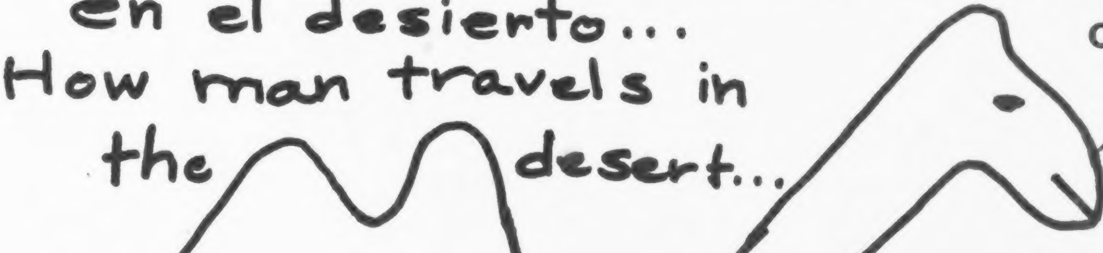
far-flung corners of the world

Como viaja el hombre en el desierto...
How man travels in the desert...



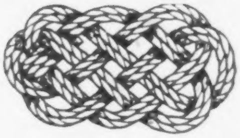
Felix Cruz

Jirka Bilingual Center

Penguin

Revere School

Gregory Sims



RACES AGAINST RACES

by

Joe Pallaras and Kenny Stasinski
Bowen High School

Black against White is probably the most publicized racial conflict. Looking back to the days preceeding the Civil War, the Southerners were using the black people as slaves. The North was bitterly opposed to this. With the North winning this war, the blacks were now free. The South never really accepted this. In fact, there is still bitter feeling against blacks to this day in the South. The blacks were even prevented from using the same washrooms that the whites used.

Logically looking at the situation, the black man has been suppressed for many years. This probably accounts for the bitter feelings that are carried toward the white people. With the Civil Rights Act, things are slowly changing. New opportunities are opening up for many blacks and some people still resent this. They use racism as a tool for causing violence. The Blackstone Rangers and the Klu Klux Klan are good examples of this. Each group gives a bad impression of their activitives.

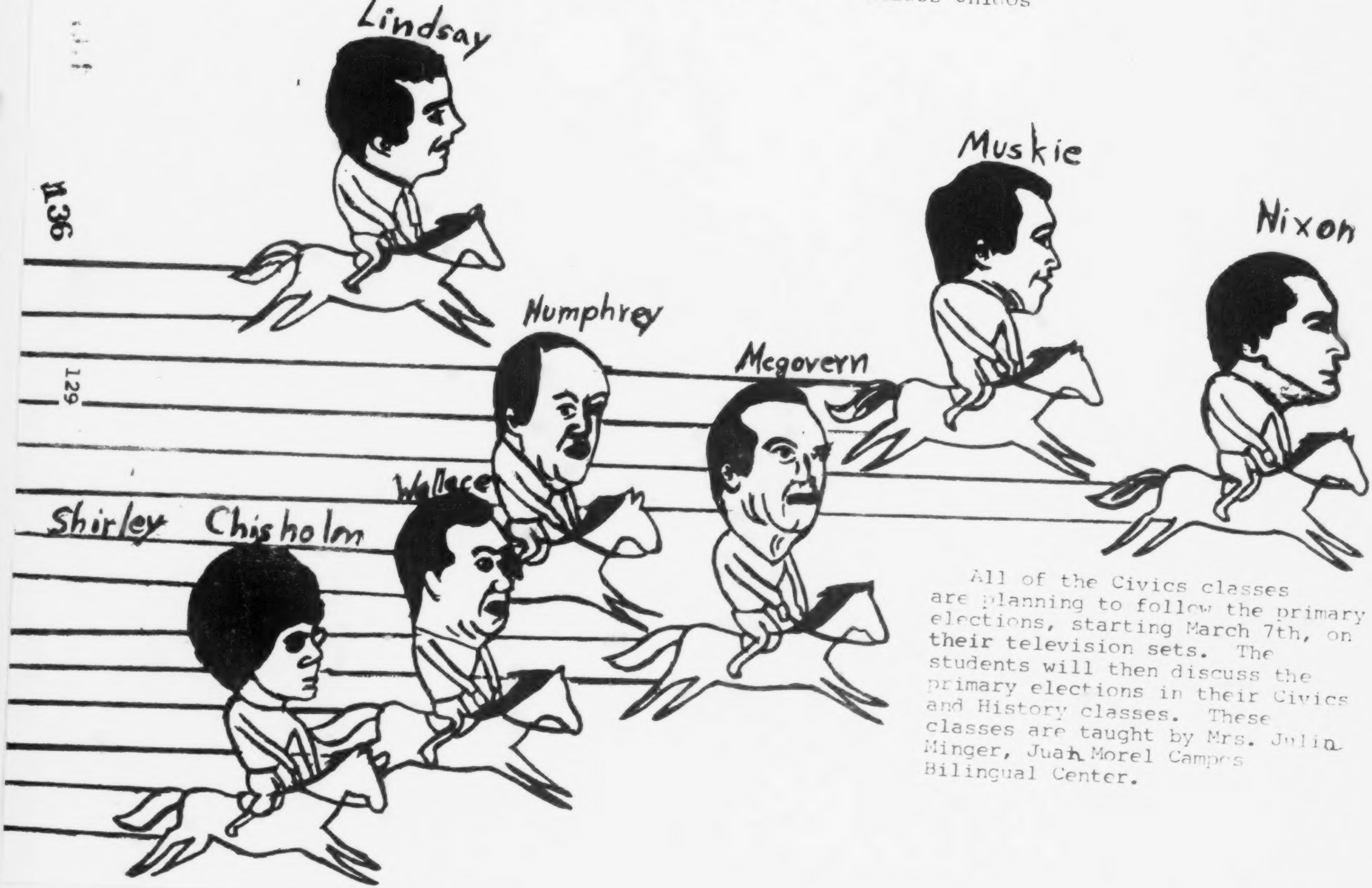
Fear is probably the chief cause of any racial conflict, because of the above mentioned groups' activities, people seem to be afraid of what the other person is going to do. Ignorance is also the chief cause of racial conflict.

Some day we may have a world where Whites, Blacks, Mexicans, Europeans, Orientals, and any other races of people will live together in peace.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

By Luis Martinez
Juan Morel Campos

La Política de los Estados Unidos

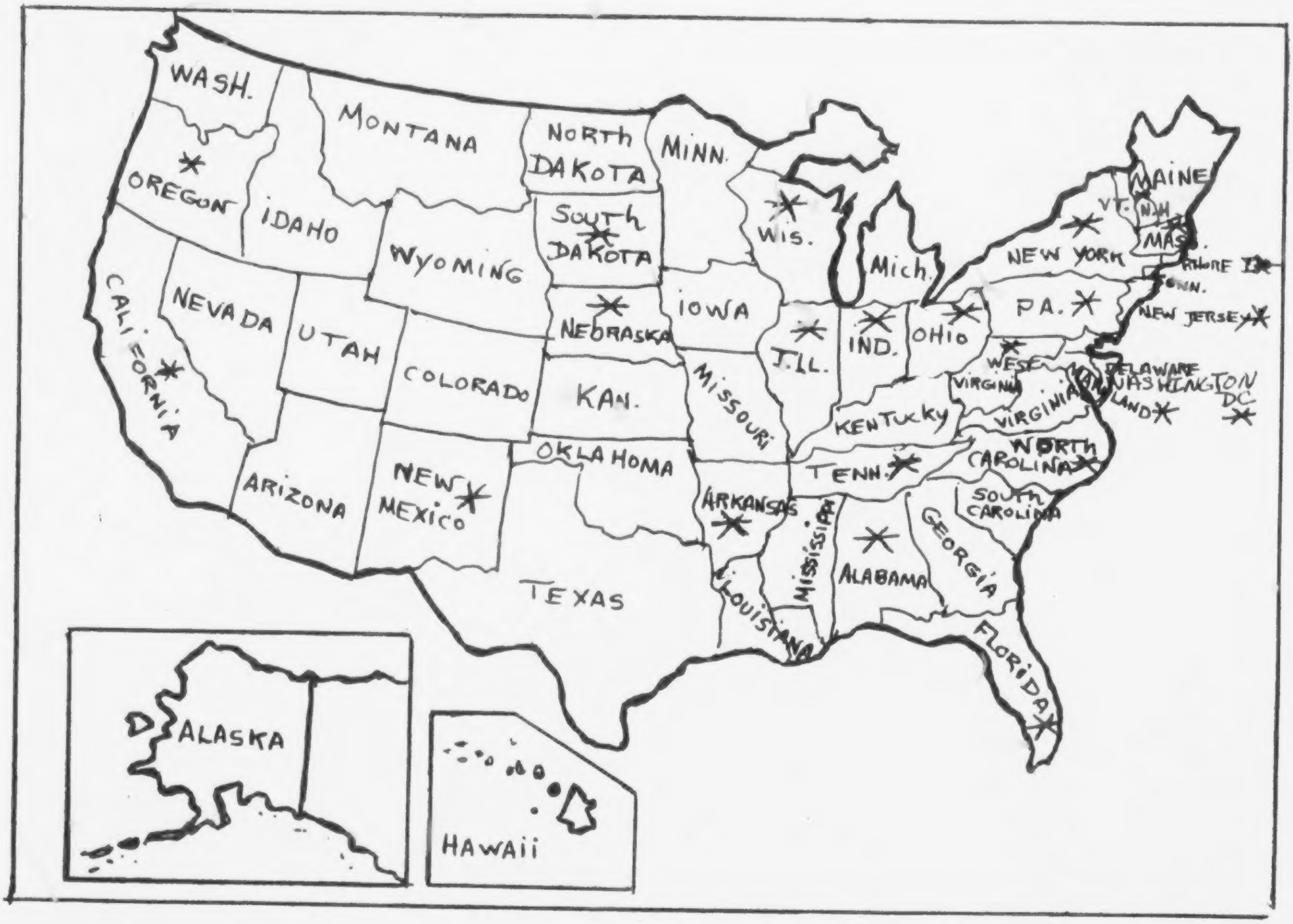

Lindsay
Muskie
Nixon
Humphrey
Mcgovern
Wallace
Shirley Chisholm

All of the Civics classes are planning to follow the primary elections, starting March 7th, on their television sets. The students will then discuss the primary elections in their Civics and History classes. These classes are taught by Mrs. Julia Minger, Juan Morel Campos Bilingual Center.

1972 PRIMARY ELECTIONS

States with stars on the map below are those holding primary elections.

Rubén Rios
Juan Morel Campos
Mrs. Minger


WASH.
MONTANA
NORTH DAKOTA
MINN.
OREGON
IDAHO
South DAKOTA
WYOMING
WIS.
MAINE
VT.
NH
MASS
NEW YORK
Mich.
RHODE IS.
CONN.
CALIFORNIA
NEVADA
UTAH
NEBRASKA
IOWA
ILL.
IND.
OHIO
PA.
NEW JERSEY
COLORADO
KAN.
MISSOURI
WEST VIRGINIA
DELAWARE
WASHINGTON DC
MARYLAND
KENTUCKY
VIRGINIA
ARIZONA
NEW MEXICO
OKLAHOMA
TENN.
NORTH CAROLINA
ARKANSAS
SOUTH CAROLINA
MISSISSIPPI
ALABAMA
GEORGIA
TEXAS
LOUISIANA
FLORIDA
ALASKA
HAWAII

1. New Hampshire (March 7)
2. Florida (March 14)
3. Illinois (March 21)
4. Wisconsin (April 4)
5. Rhode Island (April 11)
6. Pennsylvania (April 25)
7. Massachussetts (April 25)
8. Ohio (May 2)
9. Indiana (May 2)
10. North Carolina (May 2)
11. Alabama (May 2)
12. Distric of Columbia (May 2)
13. Tennessee (May 4)
14. West Virginia (May 9)
15. Nebraska (May 9)
16. Maryland (May 16)
17. Oregon (May 23)
18. California (June 6)
19. New Jersey (June 6)
20. New Mexico (June 6)
21. South Dakota (June 6)
22. New York (June 20)
23. Arkansas (June 27)